



FAQ LEVEL 5 DIPLOMA IN

TEACHING (FE AND SKILLS) (RQF)

OVERVIEW SPECIFICATION

Qualification Number: **610/4173/7**

Qualification Reference: **L5DIT**



FutureQuals



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Document Details and Version History

Document Details	
Document Name	FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF) Overview Qualification Specification
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Introduction

Introduction to FutureQuals

FutureQuals is a forward-thinking, Learner-centric and customer-focused awarding and end-point assessment organisation committed to excellence.

Our Values

Visionary | Supportive | Innovative | Professional

Our Vision

“We envisage a place in which every Learner achieves their full potential.”

Our Mission

“To provide Learners, Centres and Organisations with respected, valued, inclusive and quality-assured qualifications and assessments.”

Recognised to offer regulated qualifications in England, Wales, Northern Ireland, and accredited qualifications in Scotland, FutureQuals provide approved Centres with specialist, progressive qualifications.

FutureQuals is recognised to deliver high-quality apprenticeship end-point assessment for employers and training providers in England.

A full list of our qualifications and end-point assessments can be found on our website: <https://www.futurequals.com>

Introduction to Qualification Specification

Welcome to the **FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF)** overview qualification specification.

The aim of this specification is to confirm requirements and provide guidance to our Centres regarding the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail, becoming fully conversant with the procedures and accompanying documents.

This specification is a live document and will, therefore, be reviewed and updated. Centres will be notified when changes are made. It is the responsibility of the approved Centre to ensure the most up-to-date version of the specification is in use.

Publication Information

Every effort has been made to ensure that the information contained in this document is true and correct at the time of publication. However, FutureQuals products and services are subject to continuous development and improvement. We, therefore, reserve the right to change these products and services from time to time. FutureQuals cannot accept liability for any loss or damage incurred from the use of information in this publication.

Any changes and updates will be documented in the version history of this specification.

Qualification Information

Qualification Title:	FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF)
Qualification Level:	5
Qualification Product Code:	L5DIT
Qualification Number:	610/4173/7
Qualification Type:	RQF
Regulated by:	Ofqual

Purpose and Aims

The purpose of this **FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF)** is to provide the Learner with the skills, knowledge and understanding required to develop their practical teaching skills in order to work in a wide range of placements, meeting the Learning and Skills Teacher Occupational Standards.

This qualification forms part of the FutureQuals Education, Training and Assessing Suite.

From this point, the Learner of this qualification will be referred to as ‘Trainee Teacher’ or ‘Trainee IQA’.

Any reference to ‘Learner’ refers to those being taught by the Trainee Teacher.

Qualification Size and Registration Length

Minimum credits required to achieve this qualification: **120**

Guided Learning (GL) for this qualification: **360 hours**

Total Qualification Time for this qualification (TQT): **1200 hours**

Information regarding what constitutes GL and TQT can be found in *Appendix 1 - Glossary of Terms*.

Registration Length: **2 years**

Endorsements, Framework Mapping Information and Qualification Equivalencies

The mandatory Components of this qualification are fully mapped to the Learning and Skills Teacher Occupational Standard. Please see *Appendix 3 Mapping* for details.

Qualification Fees

Please visit our website for information on registration fees, and applicable assessment resit fees, or to view our *Fees and Pricing Policy*.

Funding Information

The **FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF)** may be eligible for public funding, as determined by the Department for Education (DfE). For information regarding potential sources of funding, please contact your local funding office.

Qualification Structure - Components, Rules of Combination and Requirements

To achieve the **FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF)**, Trainee Teachers must meet the rules of combination and follow all guidance relating to barred Components and Component order.

Group M - Mandatory Components					
Component Number	Component Reference	Component Name	Credit Value	GLH	Component Level
1	F/651/1484	Teaching my Subject	15	65	5
2	M/651/1498	Learners and Learning	15	70	5
3	R/651/1499	Teachers and Teaching	15	65	5
4	F/651/1500	Professional Practice	30	50	5
5	H/651/1501	Effective Digital and Online Pedagogies	15	20	5

Group O - Optional Components*					
Component Number	Component Reference	Component Name	Credit Value	GLH	Component Level
6	T/503/5380	Action Research	15	50	5
7	T/601/5320	Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	6	45	4
8	A/601/5321	Internally Assure the Quality of Assessment	6	45	4
9	F/601/5322	Understanding the Principles and Practices of Externally Assuring the Quality of Assessment	6	45	4
10	J/651/1502	Understanding and Managing Behaviours in a Learning Environment	6	45	5
11	K/651/1503	Teaching English for Speakers of Other Languages	15	50	5

12	L/651/1504	Understanding and Promoting Diversity, Equity and Inclusive Practice	10	50	5
13	M/651/1505	Understanding How to Teach Maths in Further Education	15	50	5
14	R/651/1506	Understanding How to Teach English in Further Education	15	50	5

* For full details of the optional Components, please refer to the full qualification specification and the evidence log

Rules of Combination – Trainee Teachers must achieve all the Components in *Group M - Mandatory Components*. Trainee Teachers must achieve a minimum of 30 credits from the Components in *Group O – Optional Components*.

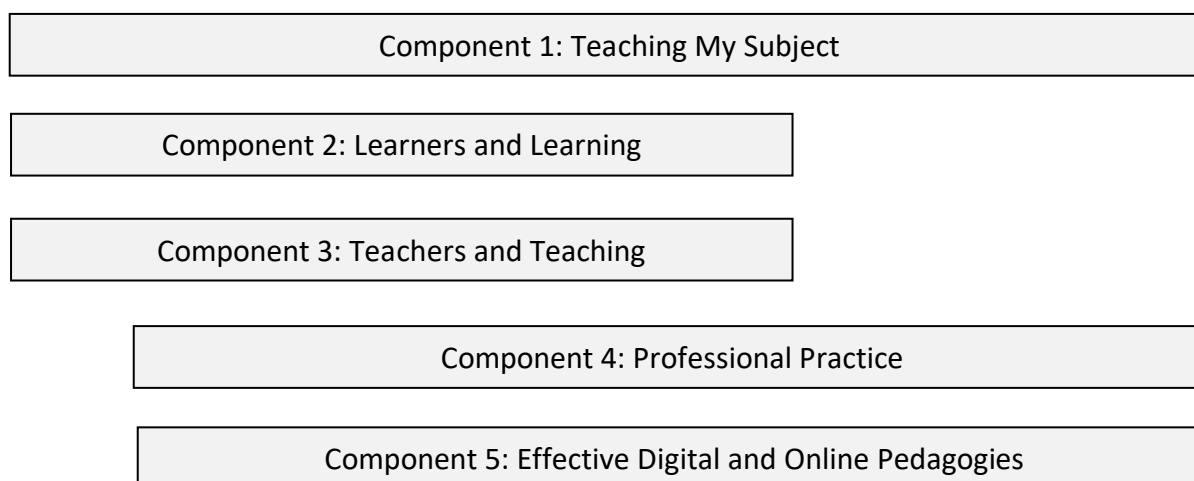
Barred Components - There are no barred Components in this qualification.

Component Order – In accordance with ETF guidance, mandatory Components are to be taught as below. The order in which optional Components are to be taught is at the discretion of individual Centres:

Course duration



Core Components



The programme starts with three Components: ‘Teaching My Subject’, ‘Learners and Learning’, and ‘Teachers and Teaching’. Whereas the focus on ‘Teaching My Subject’ continues throughout the programme, the other two Components are ‘absorbed’ into the ‘Professional Practice’ Component: general considerations of both teaching and learning are applied within the context of actual delivery. A separate focus, however, remains on ‘Teaching

My Subject’ as it is always necessary for good Teachers to be aware that they are Teachers of that subject. ‘Effective Digital and Online Pedagogies’ is brought in as a means of supporting/enabling professional practice and thus runs alongside the ‘Professional Practice’ Component.

Ultimately, the Trainee Teachers demonstrate their achievement of the occupational standards in the ‘Professional Practice’ Component, but the other core Components exist to provide the background, context, and theory underpinning such ability to demonstrate competence.

Qualification Assessment

The purpose of assessment is to ensure that effective learning has taken place and to provide Trainee Teachers with the opportunity to present evidence demonstrating how they have met the learning outcomes and assessment criteria.

Method of Assessment

The following assessment methods and materials, developed by FutureQuals, **must** be used for the assessment of the **FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF)**:

- *FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF) Evidence Log*

Full assessment details can be found within the relevant Component specification of the full qualification specification.

All evidence produced by the Trainee Teacher must be their own.

Assessment Principles

FutureQuals will always publish assessment principles, whether they have been developed by a Sector Skills Council (SSC) or are FutureQuals' own. The latest version of the generic *FutureQuals Assessment Principles* is available on the FutureQuals website and should be used in conjunction with any qualification-specific assessment principles.

You can view the *FutureQuals Assessment Principles* here:

<https://www.futurequals.com/assets/AssessmentPrinciples.pdf>

Any assessment principles specific to a qualification will always be reproduced in the specification they relate to.

The **FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF)** must be assessed according to the *FutureQuals Assessment Principles* and the *FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF) Assessment Principles*, which can be found in Appendix 1.

For Components 7, 8 and 9, Centres must refer to The Education & Training Foundation requirements, which include requirements on who can assess and quality assure these Components.:

<https://www.et-foundation.co.uk/resources/teacher-education/assessor-and-quality-assurance-qualifications/>,

Grading

The overall qualification is graded as a Pass or Fail.

Qualification Resources

Learning Resources, Assessments and Sample Assessments

In support of delivering the **FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF)**, FutureQuals has created the following resources:

- *FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF) Full Qualification Specification*
- *FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF) Overview Qualification Specification*
- *FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF) Evidence Log*

The Head of Centre (and staff authorised by the HoC) at Centres approved to deliver this qualification will be provided with access to a SharePoint folder containing the full qualification specification and the evidence log.

Trainee Teacher Requirements and Information

Entry Requirements

Trainee Teachers must:

- be 18 years of age (or older) on the first day of teaching
- have achieved level 2 maths and English

In accordance with ETF guidance, in order to be able to teach their subjects, Trainee Teachers need to be qualified and/or experienced in that subject. Those intending to teach academic subjects would usually be expected to have a degree in their subject specialism. Those intending to teach in professional or vocational areas would usually be expected to have a professional or industry qualification, and experience of working in their respective sector. There is a general expectation in the sector that a Teacher should be qualified to at least one level above that at which they intend to teach. In some vocational areas, this may be problematic, but a reasonable expectation is that they hold the highest available trade qualification, unless they have particularly substantial professional experience.

This qualification is level 5 and hence it is essential that all Trainee Teachers are able to demonstrate an ability to study at level 5. Initial assessment of minimum core skills may be carried out for all Trainee Teachers commencing the qualification.

Reasonable Adjustments and Special Considerations

We are committed to improving access for Trainee Teachers with disabilities and other difficulties, without compromising assessment.

Further details are provided in the *Reasonable Adjustments and Special Considerations Policy*, which can be found on the FutureQuals website.

Identification Requirements

It is the Centre's responsibility to confirm the identity of a Trainee Teacher as part of its registration process, and for any online assessments.

The following are acceptable examples of proof of a Trainee Teacher's identity:

- A valid passport (any nationality)
- A national identity card issued by an EU country
- A Gibraltar identity card
- A signed UK photocard driving licence
- A valid warrant card issued by HM Forces or the Police
- Other photographic ID card, e.g., employee ID card (must be current employer), student ID card or a travel card

Trainee Teacher Authenticity

It is a regulatory requirement that assessment evidence is authenticated as the work of the named Trainee Teacher. Therefore, FutureQuals require that a declaration of authenticity is signed by the Trainee Teacher for each assessment submitted (this includes e-portfolio systems). If an assessment is conducted online through the XAMS Platform, Trainee Teachers will also be asked to declare that the assessment attempt is their own.

If a Centre uses their own pre-approved version of a FutureQuals evidence log, the same information must be captured as in the FutureQuals-issued evidence log, i.e., the assessment method, evidence reference, the Assessor's decision (including the signature and date to evidence completion of assessment) and the Trainee Teacher's declaration of authenticity. The Trainee Teacher must sign and date the declaration.

Recognition of Prior Learning (RPL)

RPL is a method of assessing and validating learning, achievement or credit that considers whether a Trainee Teacher can demonstrate they meet the assessment requirements for a Component. This may be through knowledge, understanding or skills they already possess.

Provided the assessment requirements of a given Component or qualification have been met, the use of RPL is acceptable for the achievement of a Component(s) or a whole qualification. For further information, Centres should refer to the *FutureQuals Recognition of Prior Learning Policy* which can be found on the FutureQuals website.

Centres approved to deliver this qualification will be provided with access to a SharePoint folder containing this RPL evidence log.

Requalification

Once awarded, the **FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF)** certificate does not expire. However, Trainee Teachers should continually maintain their knowledge and skills through CPD, in accordance with their employer's policies.

Progression Opportunities

The **FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF)** can support progression into employment as a Teacher or Trainer and support further learning opportunities including, Bachelor of Arts (BA) or Bachelor of Science (BSc) with Qualified Teacher Status (QTS).

Centre Requirements and Information

Qualification Delivery Requirements

Study and placement hours

In accordance with ETF guidance, the placement should be at least 250 hours in duration, of which at least 150 hours would be teaching practice. The remainder should constitute professional practice including activities such as team meetings, planning, interviews, assessment meetings, observations, provider-wide sessions (e.g., CPD) etc. The purpose of the professional practice hours is to gain a full sense of the wider activities of a Teacher on a day-to-day basis. Of the 150 teaching hours, at least 100 hours must be in the Trainee Teacher's subject area. Additionally, the Trainee Teacher must gain experience in remote teaching. A minimum of 20 hours of remote synchronous (i.e., live) delivery should be included, alongside a minimum of 80 hours of face-to-face delivery.

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

Mentoring and local support

In accordance with ETF guidance, the mentoring and local support arrangements must be robust. All Trainee Teachers should have the support of two staff at their placement, in addition to the support of their course Tutor. The first is the subject specialist, who must be competent at teaching in the Trainee Teacher's subject area. This enables the provision of subject-specific support. This staff member must have time to support the Trainee Teacher (30 minutes recommended per Trainee Teacher, per week) and additional time to engage in assessment, particularly of the subject-specific element.

There should also be a local pastoral support Mentor for more general areas of advice and support. This Mentor may support more than one Trainee Teacher in the placement, maybe acting for a group of Trainee Teachers. Again, this Mentor must have sufficient time to support Trainee Teachers (30 minutes recommended per Trainee Teacher, per week). This Mentor would be expected to liaise with the provider regarding ongoing Trainee Teacher progress reports. Where the placement is small and resources are insufficient, the mentoring role can be provided by a member of Centre staff, provided that sufficient additional time is allocated to this role.

All Centres providing the qualification are required to provide adequate training to all placement Mentors/subject specialists, to ensure they are suitably trained to meet the needs of Trainee Teachers. Centres may wish to make use of resources that ETF has developed in the area of mentoring, e.g.,

<https://www.et-foundation.co.uk/supporting/professional-development/mentoring/framework-and-guides/>

Workforce Requirements

To deliver, assess and quality assure the **FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF)**, Centres must first have applied for, and received, approval to offer the qualification.

Centres must have in place appropriately experienced and qualified staff. This includes Tutors, Assessors, Invigilators and Internal Quality Assurers (IQAs). All workforce requirements can be found in *Appendix 2 – FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF) Assessment Principles*.

Component Specifications – Mandatory Components

Component 1: Teaching My Subject

Component Reference Number: F/651/1484

Credit Value: 15

GL: 65 hours

Level: 5

Component Summary

The purpose of this Component is to support Trainee Teachers in developing an understanding of teaching within their area of expertise/industry. With an overview of teaching and learning in the further education (FE) and skills sector, this Component also introduces the concept of pedagogy and a range of theorists and theories related to how teaching and learning have developed.

During this Component, Trainee Teachers will develop an understanding of how to make their area of expertise sustainable in the context of educating others. There will be the opportunity to reflect on the needs of their own industry and the challenges of developing Trainee Teachers within their area of expertise.

This Component is the foundation for Trainee Teachers to develop an in-depth understanding of teaching and learning within other mandatory Components, and the opportunity to put into practice the knowledge and skills they developed during the practical mandatory Component.

Required Reading

- Learning and Skills Teacher:
[Learning and Skills Teacher/Institute for Apprenticeships and Technical Education](#)
- Education and Training Foundation: Professional Standards for Teachers and Trainers
<https://www.et-foundation.co.uk/professional-standards/teachers/>

Further Reading

- Education Endowment Foundation (EEF):
<https://educationendowmentfoundation.org.uk/>
The EEF is responsible for a variety of educational contributions, and its website provides a range of research and evidence from the world of education, some of which is specifically FE-focused.
- The Initial Teacher Training (ITT) Core Content Framework:
<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>
This is a schools' focused document, but its reference section has a spread of resources, some of which are applicable to the FE sector.

- Teaching in Lifelong Learning:
<https://www.teachinginlifelonglearning.org.uk/>
 A peer-reviewed journal including items of relevance for the FE and Skills sector particularly aimed at Initial Teacher Education (ITE).

Learning Outcomes and Assessment Criteria

Learning Outcome - The Trainee Teacher will:	Areas Covered:
1. Understand curriculum development	The meaning of curriculum development
	Design processes for conceptualising curriculum development
	Essential curriculum content
	Principles of curriculum development
	Progression pathways associated with different curriculum components
2. Understand pedagogic content knowledge relevant to own subject of expertise	Pedagogical theories
	Pedagogical theories strengths and weaknesses
	Pedagogic content knowledge
3. Understand how subject concepts and content can be embedded into wider subject matter	Threshold concepts in relation to own industry
	How concepts from one subject can complement or enhance understanding or application in another
	Key concepts, challenging content, and misconception risks
	Where similar concepts used in different subject areas may contradict each other
4. Understand how to embed maths and English within the curriculum	Real-world applications
	Incorporating mathematical and English language concepts into specialist subject content and broader focused delivery
	English and maths content supporting employability
5. Understand how to maintain subject expertise	Ongoing analysis of subject content and its relevance
	Self-reflection and development of own subject matter knowledge
	Sustainability in own area of expertise
	Progression opportunities open to Learners

Component 2: Learners and Learning

Component Reference Number: M/651/1498

Credit Value: 15

GL: 70 hours

Level: 5

Component Summary

This Component supports Trainee Teachers in understanding how to put the Learners at the centre of their practice. It enables Trainee Teachers to develop effective relationships with a variety of Learners, and recognise and apply learning theories and pedagogies that underpin effective teaching practice within the further education (FE) and skills sector.

It also helps Trainee Teachers to understand the importance of identifying Learners' initial maths and English abilities, and be able to embed diversity, equity and inclusion, and safeguarding within the learning environment.

Required Reading

- Learning and Skills Teacher:
[Learning and Skills Teacher/Institute for Apprenticeships and Technical Education](#)
- Education and Training Foundation: Professional Standards for Teachers and Trainers
<https://www.et-foundation.co.uk/professional-standards/teachers/>

Further Reading

- Education Endowment Foundation (EEF):
<https://educationendowmentfoundation.org.uk/>
The EEF is responsible for a variety of educational contributions, and its website provides a range of research and evidence from the world of education, some of which is specifically FE-focused.
- The Initial Teacher Training (ITT) Core Content Framework:
<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>
This is a schools' focused document, but its reference section has a spread of resources, some of which are applicable to the FE sector.
- Teaching in Lifelong Learning:
<https://www.teachinginlifelonglearning.org.uk/>
A peer-reviewed journal including items of relevance for the FE and Skills sector particularly aimed at Initial Teacher Education (ITE).
- Gary Thomas Inclusion and Diversity:
[Intersectionality, diversity, community and inclusion: untangling the knots — University of Birmingham](#)

Learning Outcomes and Assessment Criteria

Part A: Learners	
Learning Outcome - The Trainee Teacher will:	Areas Covered:
1. Understand how to support and develop different Learners	Motivating, coaching, and supporting Learners
	The variety of Learners within education
	Strategies to enable Learners to achieve their full potential
	Identifying and understanding Learner journeys
2. Understand the importance of identifying English and Mathematics abilities	Identifying Learners' initial understanding of English and maths
	Why Learners should understand the benefits of English and maths
	How English and Maths can become a barrier to future learning
3. Understand how to promote diversity, equity and inclusion (DEI)	Legislation, guidance, and national, local and organisational policies in relation to DEI
	Embedding DEI and British values
	Promoting DEI in the learning environment
4. Understand how to foster a safe learning environment	Legislation, guidance, and national, local and organisational policies in relation to safeguarding
	Implementing safeguarding and health and well-being
	Possible safeguarding risks
	Role modelling in creating a safe learning environment
Part B: Learning	
Learning Outcome - The Trainee Teacher will:	Areas Covered:
5. Understand a range of learning theories	The role and value of research within education
	Contemporary learning theories and their intended application
6. Understand the impact of encouraging Learner independence	Learners working autonomously
	Learners overcoming challenges
	Learner expectations to enable their progression and achievement

Component 3: Teachers and Teaching

Component Reference Number: R/651/1499

Credit Value: 15

GL: 65 hours

Level: 5

Component Summary

This Component is aimed at Trainee Teachers in the further education (FE) and skills sector, to build the knowledge and skills required of a Teacher, as they approach delivering their specialist subject/industry skills. This Component will prepare Trainee Teachers for teaching in a classroom, in a work-based setting, and remotely. It will support Trainee Teachers to approach their placement(s) with confidence.

During this Component, Trainee Teachers will determine the principles of teaching, learning and assessment, and begin to put these into practice by planning schemes of work, lesson plans, and appropriate assessment strategies, while developing reflective skills.

The knowledge and skills developed in this Component will be a crucial part of successfully completing the Professional Practice Component, where Trainee Teachers will gain hands-on experience in teaching their specialist subject/industry skills.

Required Reading

- Learning and Skills Teacher:
[Learning and Skills Teacher/Institute for Apprenticeships and Technical Education](#)
- Education and Training Foundation Professional Standards for Teachers and Trainers:
<https://www.et-foundation.co.uk/professional-standards/teachers/>

Further Reading

- Education Endowment Foundation (EEF):
<https://educationendowmentfoundation.org.uk/>
The EEF is responsible for a variety of educational contributions, and its website provides a range of research and evidence from the world of education, some of which is specifically FE-focused.
- The Initial Teacher Training (ITT) Core Content Framework:
<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>
This is a schools' focused document, but its reference section has a spread of resources, some of which are applicable to the FE sector.
- Teaching in Lifelong Learning:
<https://www.teachinginlifelonglearning.org.uk/>
A peer-reviewed journal including items of relevance for the FE and Skills sector particularly aimed at Initial Teacher Education (ITE).

- Holmes, E. (2019) A Practical Guide to Teacher Wellbeing. London: Learning Matters. A practical guide for supporting Trainee Teachers in preparing for the demands of the role.
- Stones, S. (2020) Staying Mentally Healthy During Your Teaching Career [e-book] Northwich; Critical Publishing.
Provides comprehensive guidance and workable, evidence-informed strategies to support Teacher well-being.

Learning Outcomes and Assessment Criteria

Part A: Teachers	
Learning Outcome - The Trainee Teacher will:	Areas Covered:
1. Understand the role and responsibilities of a Teacher in Further Education and Skills	Roles and responsibilities of a Teacher in FE and skills
	Adhering to good governance
	Internal policies and codes of practice
	Organisational requirements and expectations on curriculum and practice
2. Understand the qualities of an effective Teacher	Characteristics of an effective Teacher
	Effective teaching in own experience
	Characteristics of a reflective teacher
3. Understand how to develop collaborative and supportive relationships	Relationships and boundaries between roles within the organisation
	Techniques for developing collaborative relationships
	Mentor support
	Additional sources of support
Part B: Teaching	
Learning Outcome - The Trainee Teacher will:	Areas Covered:
4. Understand how to teach curriculum content in own industry	Challenges in teaching industry experience in the FE and skills sector
	Rigorous curriculum thinking
	Teaching own subject in a range of different contexts
	Prioritising and managing workload
5. Understand the principles of classroom management	Key theories around behaviourism and classroom management
	Teacher expectations of Learners
6. Understand the principles and practice of assessment and feedback	Principles of effective assessment
	Assessment strategy design
	Providing feedback to Learners
	Learner achievement and feedback
7. Be able to plan inclusive teaching and learning	Initial and diagnostic assessment
	Schemes of work

	Criteria for measuring the success of a scheme of work
	Teaching and learning plans
8. Understand how to design effective teaching resources	Designing effective teaching resources

Component 4: Professional Practice

Component Reference Number: F/651/1500

Credit Value: 30

GL: 50 hours

Level: 5

Component Summary

This Component is aimed at Trainee Teachers in the FE and skills sector, to build the knowledge and skills required to develop and maintain professionalism in practice. It includes putting theory into practice, whilst professional practice is developed and supported through observations, feedback and reflection to meet the knowledge, skills and behaviours of the occupational standard.

During this Component, Trainee Teachers will have the opportunity to put into practice the theory, knowledge and skills developed from the other mandatory Components.

Required Reading

- Learning and Skills Teacher:
[Learning and Skills Teacher/Institute for Apprenticeships and Technical Education](#)
- Education and Training Foundation: Professional Standards for Teachers and Trainers
<https://www.et-foundation.co.uk/professional-standards/teachers/>

Further Reading

- Education Endowment Foundation (EEF):
<https://educationendowmentfoundation.org.uk/>
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<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>
This is a schools' focused document, but its reference section has a spread of resources, some of which are applicable to the FE sector.
- Teaching in Lifelong Learning:
<https://www.teachinginlifelonglearning.org.uk/>
A peer-reviewed journal including items of relevance for the FE and Skills sector particularly aimed at ITE.

Learning Outcomes and Assessment Criteria

Part A: Teaching Practice	
Learning Outcome - The Trainee Teacher will:	Areas Covered:
1. Be able to use approaches that inform the planning of evidence-based teaching practice	Curriculum planning and review
	Teaching and learning plans
	Practice of other Teachers
2. Be able to use evidence-based teaching practices to deliver sessions of teaching and learning	Evidence-based teaching methods
	Evidence-based collaborative teaching methods
	Evidence-based online teaching methods
	Evidence-based collaborative online teaching methods
	Classroom management
	Types and methods of inclusive assessment
	Verbal and written feedback to inform, stretch and challenge Learners
Part B: Being a Professional	
Learning Outcome - The Trainee Teacher will:	Areas Covered:
3. Be able to develop and maintain own practice	Sources of information to inform the development of own professional practice and expertise
	Reflection and reflective practice
	Continuous development of professional practice and expertise
	Own professional practice and expertise
	Feedback from others to help develop practice
Part C: The FE and Skills Sector	
Learning Outcome - The Trainee Teacher will:	Areas Covered:
4. Understand own and wider areas of the FE and skills sector	Types of FE and skills sector programmes within and outside of own area
	Internal and external regulations, legislations, and guidance applicable to the FE and skills sectors
	Types of funding available for programmes within the FE and skills sectors
	Different sources of support available within the FE and skills sectors
5. Be able to work effectively within own area of the FE and skills sector	Compliance with internal and external regulations, legislation and guidance
	Compliance with funding requirements and contracts
	Collaborative working to support meeting the responsibilities and requirements of own role

Component 5: Effective Digital and Online Pedagogies

Component Reference Number: H/651/1501

Credit Value: 15

GL: 20 hours

Level: 5

Component Summary

This Component is aimed at Trainee Teachers in the further education (FE) and skills sector, to build the knowledge and skills required to develop and maintain effective digital skills, and the use of educational technology that enhances teaching, learning and assessment. This Component will prepare Trainee Teachers for a future career during which it is almost inconceivable that the impact of digital technology on the FE and skills sector will not increase dramatically.

Given the importance of understanding and using digital technology for Trainee Teachers, it has its own Component within this qualification. Digital pedagogies should, however, be considered as an integral element in each of the core Components.

Trainee Teachers should be prepared to take responsibility for updating and refreshing their digital skills and use of educational technologies in what is, and will continue to be, a fast-moving area.

Required Reading

- Education and Training Foundation: Digital Skills Framework
<https://www.et-foundation.co.uk/professional-development/edtech-support/digital-skills-competency-framework/>
- Learning and Skills Teacher:
[Learning and Skills Teacher/Institute for Apprenticeships and Technical Education](https://www.learningandskills.org.uk/)
- Education and Training Foundation: Professional Standards for Teachers and Trainers
<https://www.et-foundation.co.uk/professional-standards/teachers/>
- O’Leary, Matt: Rethinking the Improvement of Teaching and Learning in a Virtual Environment Through Unseen Observation
 [\(PDF\) Rethinking the improvement of teaching and learning in a virtual environment through unseen observation \(researchgate.net\)](https://www.researchgate.net/publication/354888888)

Further Reading

- Ofqual Generative Artificial Intelligence (AI) in education:
[Generative artificial intelligence \(AI\) in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/generative-artificial-intelligence-ai-in-education)
- Education and Training Foundation: EdTech and Digital Skills Support:
<https://www.et-foundation.co.uk/professional-development/edtech-support/>

- Essential Digital Skills Framework:
<https://www.gov.uk/government/publications/essential-digital-skills-framework>
- JISC: Digital Capabilities Framework:
<https://digitalcapability.jisc.ac.uk/what-is-digital-capability/>
- JISC Digital Pedagogy Toolkit:
<https://www.jisc.ac.uk/guides/exploring-the-digital-pedagogy-toolkit>
- European Commission: Framework for the Digital Competence of Educators:
https://joint-research-centre.ec.europa.eu/digcompedu_en
- Gilly Salmon Five-stage Model:
<https://www.gillysalmon.com/five-stage-model.html>

Learning Outcomes and Assessment Criteria

Learning Outcome - The Trainee Teacher will:	Areas Covered:
1. Understand theories and models that support effective and on-line digital pedagogies	The range of theories, models and frameworks that can support effective digital teaching and learning
2. Be able to evaluate and develop own digital skills	Own digital skills
	Areas for improvement in own digital skills
	How identifying areas for improvement could support teaching as well as own learning
	Specific opportunities to develop own digital skills
	Continuous development of own digital skills
3. Be able to use technologies to deliver inclusive teaching, learning and assessment	The benefits and limitations of a range of technologies and on-line pedagogies
	Range of technologies to enhance teaching, learning and assessment
	Learners' digital skills
	Collaborative working through technology to enhance teaching and learning
4. Be able to keep up to date with new and emerging educational technology	Sources of information relating to new and emerging technology
	The benefits and limitations of sources of information relating to new and emerging technology
	New and emerging educational technology
	The benefits and limitations of new and emerging educational technology
5. Be able to manage educational technology to create a safe and inclusive teaching and learning environment	Design and preparation for the safe incorporation of educational technologies
	How educational technology is used to enhance teaching and learning
	Promotion of the benefits and safe use of educational technology

Enquiries

Contact Us

Any enquires relating to this qualification should be addressed to:

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Feedback

Your feedback is very important to us. We're always open to suggestions for enhancing and improving our services, products and systems.

Please email us at AO@futurequals.com or call us on 01530 836662.

Appendix 1 – FAQ Level 5 Diploma in Teaching (FE and Skills) (RQF) Assessment Principles

Tutor requirements

1. Tutors will need to hold as a minimum the Level 5 Diploma in Education and Training (or equivalent) or above and be currently occupationally competent.

Assessors

1. All assessment must be carried out by a currently, occupationally competent Assessor who is qualified to make assessment decisions.
2. Assessors must hold a recognised Assessor qualification. This should be the Level 3 Certificate in Assessing Vocational Achievement or an accepted equivalent. Assessors holding the A1 or D32/33 legacy qualifications are not required to requalify.
3. Trainee Assessors registered for, and actively working towards, a recognised Assessor qualification can also meet the minimum Assessor requirements. However, assessing qualifications must be achieved within one year of registration and, during this time, trainee Assessors will need to have all their assessment decisions countersigned by a fully qualified Assessor (as outlined in condition 1).

Internal Quality Assurance

1. All Internal Quality Assurers (IQAs) must be currently occupationally competent and qualified to make quality assurance decisions.
2. The IQA must hold a recognised internal quality assurance qualification. This may be either the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, depending on the role of the individual. Internal Quality Assurers holding the V1 or D34 legacy qualifications are not required to re-qualify.
3. Trainee IQAs registered for, and actively working towards, a recognised internal quality assurance qualification can also meet the minimum IQA requirements. However, internal quality assurance qualifications must be achieved within one year of registration and, during this time, Trainee IQAs will need to have all their verification decisions countersigned by a fully qualified IQA (as outlined in condition 1).

External Quality Assurance

1. All External Quality Assurers (EQAs) must be currently occupationally competent and qualified, holding either the Level 4 Award in the External Quality Assurance of Assessment Processes and Practice, or the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice, depending on the role of the individual. External Quality Assurers holding the V2 or D35 legacy qualifications are not required to requalify.
2. Trainee EQAs registered for, and actively working towards, a recognised external quality assurance qualification can also meet the minimum EQA requirements. However, external quality assurance qualifications must be achieved within one year of registration and, during this time, trainee EQAs will need to have all their verification decisions countersigned by a fully qualified EQA (as outlined in condition 1).



**FAQ LEVEL 5 DIPLOMA IN
TEACHING (FE AND SKILLS) (RQF)**



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