



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

610/5281/4

FOCUS AWARDS 

Key Information

Level: 5

Sector: Teaching and Lecturing

Qualification type: Occupational Qualification

Total Qualification time: 1200

Credit Value: 120

Guided Learning Hours: 400

Status: Available to Learners

Methods of Assessment: Portfolio of Evidence

Minimum age: 18

Contents

Key Information	2
Contents	3
Qualification Purpose:	4
Age Ranges:	4
Geographical.....	4
Learner Entry Requirements:	4
Reasonable Adjustments and Special Considerations:	7
Assessment Methods:	7
Grading:	7
Progression Routes:	8
Supporting Material and Useful Websites:	8
Qualification Structure:	9
Staff Requirements	12
Handy vocabulary of terms used in this specification.....	13
Assessor Feedback.....	15

Focus Awards Level 5 Diploma in Teaching (Further Education and Skills) (RQF)

QRN: 610/5281/4

GLH: 400

TQT: 1200

Credit: 120

Qualification Purpose:

The Focus Awards Level 5 Diploma in Teaching (Further Education and Skills) (RQF) is aimed at learners working or wishing to work as a teacher in the Further Education sector.

Age Ranges:

Entry is at the discretion of the centre. However, learners should be aged 18 to undertake this qualification.

Geographical Coverage:

This qualification is available in England.

Learner Entry Requirements:

Trainee teachers must have achieved level 2 in maths and English when they start this programme. This matches the standard of those completing the Level 5 FE and Skills Learning and Skills Teacher apprenticeship. This means all trainees will have the skills to support their learners in these areas regardless of their training route.

Within the qualification itself is a core unit relating to digital skills and educational technology (effective digital and online pedagogies).

Learners must be:

- be well-qualified or experienced in their chosen subject (or subjects)
- have a high level of literacy, numeracy and technological awareness

Centres should set high expectations for those wishing to teach in the FE sector.

For employment-based routes, entry requirements will generally be set by employers and agreed with ITE providers. Employers should consider the levels at which:

- qualifications are available
- a trainee will be expected to teach

Typically, employers will expect teachers to be qualified to at least one level above the highest level at which they will teach.

Recruitment to technical and vocational subjects reflects the fact that many specialist qualifications are only available up to level 4 or 5. Trainee teachers in these subjects are expected to:

- hold a relevant professional or industry-recognised qualification
- have significant experience of working in their sector

Those seeking to teach academic subjects will generally be expected to be qualified to degree level, although this is at the discretion of individual providers and employers.

There should be rigorous recruitment processes that consider a wide range of evidence to judge applicants' suitability to train to teach. This might include:

- application forms
- references
- results of any entry tests or tasks
- portfolios
- interviews

Selection processes should enable applicants to demonstrate their aptitude and ability against clear criteria. Applicants should be tested on their experience as well as knowledge where this is needed for a technical or vocational subject.

Applicants should not be rejected solely due to a lack of teaching experience. Centres should ensure that they can offer sufficient teaching practice and associated support (for example, a high-quality, suitably trained mentor) for every trainee.

Where centres consider accreditation of prior learning (APL), they should make judgements in line with the policy of Focus Awards, and submit the appropriate requests via Qualitas. External quality assurers will verify that APL processes are used appropriately.

Centres should not consider FE teaching qualifications below level 5 – for example the Award in Education and Training (AET, level 3), or the Certification in Education and Training (CET, level 4) – when considering APL for qualifications at level 5 and above. These were developed as standalone awards in 2013, and do not reflect the new occupational standard.

This qualification is not designed for those wishing to work as teachers within school settings.

Safeguarding

Teaching in FE can take place across a range of settings and groups, including those who are subject to legal protection through 'Keeping children safe in education' (KCSIE) and the Care Act 2014. This will include:

- 14 to 16-year-olds in alternative provision
- 16 to 17-year-olds in government-funded colleges
- adults with specific needs

Where trainees are employed as a teacher, either through an apprenticeship or in-service ITE, their employer is responsible for making the relevant checks as set out in part 3 of KCSIE.

For pre-service ITE, where appropriate, Centres should keep in mind statutory guidance, including KCSIE, when carrying out duties, including:

- checking suitability of trainees
- safeguarding
- promoting the welfare of young or vulnerable people

This includes obtaining an enhanced Disclosure and Barring Service (DBS) criminal records check with children's barred list information. Centres should consider any disclosures from this process and decide whether this makes a trainee unsuitable to work with children.

Centres should confirm that a pre-service trainee's checks have been completed and that the trainee is suitable to work with young people or vulnerable adults. This should be done in writing to the placement organisation.

Centres do not need to give any additional information beyond this confirmation. Placement organisations may wish to record this in their single central record under non-statutory information, but this is not a requirement.

Centres and, where appropriate, employers should ensure they receive references and employment information to confirm a trainee's suitability. Trainees should not have a previous record of behaving in a way that indicates they may not be suitable to work with children, young people or vulnerable adults.

Centres should be confident that a trainee:

- has not previously been removed from a training programme
- would not have been removed from a training programme by a previous provider had they not left

Where a placement provider considers allowing an individual to start work in regulated activity before the enhanced DBS certificate is available, they must ensure they are appropriately supervised in that activity and that all other checks have been completed.

In the case of employment-based routes, the responsibility lies with the employer to ensure that checks have been completed and to inform the provider of this. Employers should consider their duties under relevant safeguarding policies and funding agreements to carry out checks, including those in line with the Teaching Regulation Agency (TRA) guidance on misconduct.

Centres should establish clear safeguarding procedures that are agreed by all members of the partnership. This should include a common understanding of things that would not pose a barrier to joining a programme, including:

- convictions
- offences
- cautions
- warnings

All trainees should understand their responsibilities to safeguard children and vulnerable people. At the start of each placement, providers should ensure that all trainee teachers are supplied with:

- the child protection or vulnerable person policy
- the staff behaviour policy, sometimes called a code of conduct
- information about the role of the designated safeguarding lead, where appropriate
- a copy of KCSIE, where appropriate
- a copy of any other relevant statutory documentation

Centres should seek guidance from the DBS if they:

- remove a trainee from a programme
- have concerns about a trainee
- consider there to be a risk of harm to a child, young person or vulnerable adult
- would have removed a trainee if they had not left a programme

Reasonable Adjustments and Special Considerations:

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'. A copy is available for download from the Focus Awards website at the following url:

<https://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.pdf>

Assessment Methods:

This qualification is Internally Assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Grading:

This qualification is graded on a 'Pass' / 'Fail' basis.

Progression Routes:

Learners wishing to progress from this qualification can undertake the following qualifications:

- Degree level programmes

Supporting Material and Useful Websites:

- <https://focusawards.org.uk/supportingmaterials>
- <https://ofqual.gov.uk>

Qualification Structure:

To successfully complete the Focus Awards Level 5 Diploma in Teaching (Further Education and Skills) (RQF) learners must complete 5 mandatory units. A minimum of 30 credits must be completed from the optional units.

Mandatory Units:

Unit Title	Unit reference	Level	Credit	Guided Learning Hours
Teaching My Subject	K/651/4745	5	15	50
Learners and Learning	L/651/4746	5	15	50
Teachers and Teaching	M/651/4747	5	15	50
Professional Practice	R/651/4748	5	30	100
Effective Digital and Online Pedagogies	T/651/4749	5	15	50

Optional Units:

Unit Title	Unit reference	Level	Credit	Guided Learning Hours
Action Research	R/507/9029	5	15	50
Developing, Using and Organising Resources in a Specialist Area	H/507/9049	5	15	50
Equality and Diversity	H/507/9052	4	6	25
Preparing for the Coaching Role	J/507/9058	4	3	15
Preparing for the Mentoring Role	L/507/9059	4	3	15
Preparing for the Personal Tutoring Role	F/507/9060	4	3	15
Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	H/507/9066	4	6	45
Internally Assure the Quality of Assessment	A/507/9056	4	6	45
Managing Behaviours in a Learning Environment	D/507/9082	5	6	20

Practical Requirements

This qualification requires observation in a real work environment.

The placement should be at least 250 hours in duration. At least 150 hours of this should be teaching practice. Of the 150 teaching hours, at least 100 hours must be in the trainee's subject area. The trainee should also gain experience of remote teaching. A minimum of 20 hours of live remote delivery should be included, alongside a minimum of 80 hours of face to face delivery.

The teacher trainee should gain experience in a minimum of two teaching locations. This is to ensure a breadth of teaching practice experiences. The second placement should be for at least 20 hours and should be at a different provider. If this is not possible it can include:

- teaching a different subject area with the same provider
- teaching in a different venue with the same provider

The 20 hours at the second placement are not specified as teaching hours and can be used for professional practice.

Professional practice includes activities such as:

- team meetings
- planning
- interviews
- assessment meetings
- observations
- provider wide sessions – for example, continuing professional development (CPD)

The purpose of the professional practice hours is to understand the wider responsibilities of a teacher.

Mentoring and Local Support

All trainees should have the support of two staff at their placement and the support of their course tutor.

The first is the subject specialist. They will be competent and teach the trainee's subject area. This enables subject specific support. This staff member will have time to support the trainee for the recommended 30 minutes per trainee per week. Additionally, they will have time to engage in assessment, particularly of the subject specific element.

Local pastoral support mentors are for more general areas of advice and support. This mentor may support more than one trainee in the placement. This mentor will have time to support the trainee for the recommended 30 minutes per trainee per week. This mentor is expected to work with the provider on ongoing trainee progress reports. Where the placement is small and resources are limited, ITE provider staff can provide the pastoral mentoring role, if enough additional time is allocated to this role.

All centres providing the qualification will provide adequate training to placement mentors and subject specialists to ensure they can meet the needs of trainees.

Assessment

The assessment model used for this qualification requires all trainees to pass all modules through assessment, except the Professional Practice modules. The Professional Practice modules require 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 oral discussion relating to any aspect of professional practice

The portfolio will demonstrate when and how the candidate has met the occupational standard in their professional practice, counter signed by their course tutor.

The oral examination should be conducted in person by two people who hold a full FE teacher qualification.

One person should be from the provider. The other should either be from the placement. They will share the questioning and agree a final result.

The final judgement will say if the trainee has or has not meet the occupational standard.

Observations

All candidates will undergo 10 observations. In the majority of these, they should teach a group of at least 10 learners. The observations:

- provide developmental feedback to the trainee on where they can improve their practice
- establish whether the trainee is teaching at the level expected in the occupational standards

It is important that the earlier observations are mostly developmental. The observations will move towards the assessment approach later on, as their competence increases.

The programme should ensure all trainees are assessed against the KSBs across their observations. The tutor should provide an observation report for the professional portfolio, saying the trainee has met the KSBs relating to teaching practice. This assessment will be confirmed in the final professional discussion element of the assessment of this Professional Practice unit.

All observations should be at least 45 minutes long. Up to two observations may be live remote delivery. One other session may also be observed remotely, but appropriate arrangements must be made for prompt feedback and discussion.

The observations should be conducted by the provider tutor, subject specialist or placement mentor.

Recorded Sessions

Recorded sessions are not suitable for formal observations. They can be used as a learning tool:

- as part of Unit 3, to enable them to see themselves teaching to reflect on how they come across
- to show their application of a particular theory or technique
- as a means of demonstrating a trainee's ability to reflect on their performance

Staff Requirements

Requirements for Tutors/Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will however; consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

Requirements for Assessors

Assessors will be required to hold, or be working towards a relevant assessing qualification. This includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally-Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will however; consider other relevant assessing qualifications upon submission.

Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area

Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards the following an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.

Handy vocabulary of terms used in this specification

This table explains how the terms used in Focus Awards' Qualification Specification content are applied. Not all terms are necessarily used in this qualification.

Apply	Explain how existing knowledge can be used in new or different situations.
Analyse	Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other and why they're important. Reference to current research or theory may add weight to your analysis.
Clarify	Clearly and concisely explain the information presented.
Classify	Organise in alignment with specified criteria.
Collate	Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically etc.).
Compare	Examine the subjects in detail to identify differences and similarities.
Critically compare	Similar to 'compare' above, but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities.
Consider	Think critically about a presented situation, problem, action or decision, and explain it. Also see 'explain' below.
Demonstrate	Describe or explain knowledge or understanding by providing examples or illustrations.
Describe	Write about the subject, presenting detailed information logically.
Develop...	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Collate and consider appropriate evidence to identify the cause or origin of a situation or problem.
Differentiate	Identify the differences between 2 or more arguments, situations or subjects.
Discuss	Create a detailed account from a range of viewpoints, opinions or perspectives.
Distinguish	Explain the difference between 2 or more items, resources, pieces of information.
Draw conclusions...	Derive a reason or logic based decision or judgement.

Estimate	Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement.
Evaluate	Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible.
Extrapolate	Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'.
Identify	Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Provide a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Create and record (list) a logical, organised sequence of information, required resources and actions/events that enable a concept or idea to be crystallised and communicated.
Provide	Identify and deliver detailed and accurate information related to the subject.
Reflect	Consider actions, experiences or learning and how these may impact practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding.
Select	Make an informed choice for a specific purpose or required outcome/result.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Provide the main points clearly in sentences or paragraphs.
Summarise	Convey the main ideas or facts concisely.

Assessor Feedback

Student Name:	
Student Number:	
Course:	
Unit(s):	
Criteria:	
Date:	
Comments:	
Decision:	
Further Actions:	
Assessor:	
Position:	

IQA Report			
Qualification:			
Assessor:		IQA:	
Candidate Name	Unit(s) Sampled	Assessment Methods	Comments
		IQA Signature	
		Assessor Signature	