



City & Guilds Level 5 Diploma in Teaching (Further Education and Skills) 6504-51

Version 1.1 (July 2025)

Qualification Handbook

Qualification at a glance

Subject area	Teaching
City & Guilds number	6504
Age group approved	19+
Entry requirements	Level 2 mathematics and English Qualification/substantial experience in the subject candidate wishes to teach See section 2 for further information
Assessment	Portfolio of Evidence including assignments, observations, viva
Grading	Pass/Fail
Approvals	Full approval required
Support materials	Assessor Pack, Candidate Pack, Smartscreen
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 5 Diploma in Teaching (Further Education and Skills)	6504-51	610/3472/1	381	1200

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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification has been developed to enable those working or intending to work in the Further Education and Skills (FES) sector to gain a full teaching qualification by meeting the occupational standards developed and approved by employer representatives and other stakeholders across the FES sector.
What does the qualification cover?	This qualification covers all aspects of teaching in the Further Education and Skills (FES) sector and maps fully to the L5 Learning and Skills Teacher occupational standard (ST0149). It includes eight mandatory units: Teaching my subject, Teachers and teaching, Learners and learning, Professional practice, Effective digital and online pedagogies, Action research, Coaching and mentoring and Managing behaviour.
What opportunities for progression are there?	Qualified Teacher Learning and Skills (QTLS), Advanced Teacher Status (ATS), teaching in post compulsory education, MA/M.Ed qualification.
Who did we develop the qualification with?	This qualification was developed by Subject Matter Experts and is based on the qualification framework provided by the Education and Training Foundation (ETF). The qualification has also been through validation with a number of employers.
Is it part of an apprenticeship framework or initiative?	The content of the qualification is based on the L5 Learning and Skills Teacher occupational standard (ST0149).

Structure

To achieve the City & Guilds Level 5 Diploma in Teaching (Further Education and Skills), learners must achieve at least **120 credits**:

City & Guilds unit number	Unit title	GLH	Credits
Mandatory units:			
Learners must achieve all 120 credits from the eight mandatory units.			
501	Teaching my subject	50	15
502	Learners and learning	50	15
503	Teachers and teaching	50	15
504	Professional practice	91	30
505	Effective digital and online pedagogies	50	15
506	Action research	30	15
507	Coaching and mentoring	20	5
508	Managing behaviour	40	10

Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 5 Diploma in Teaching (Further Education and Skills)	381	1200

2 Centre requirements

Approval

Full approval

To offer this qualification, centres will need to gain full qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

New centres will need to gain both centre and qualification approval.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Centre staffing

All staff involved in the qualification must be fully qualified teacher educators with proven success of delivering and assessing teacher education qualifications. They must hold a recognised teaching qualification at a minimum of level 5 and must have experience in teaching teacher education qualifications in the Learning and Skills sector. In addition, staff delivering and assessing unit 505 must have proven personal digital skills and experience of managing digital delivery.

In addition, all staff involved in delivery, assessment, observation and/or internal quality assurance must be full members of the team. They must contribute fully and attend standardisation and other course related activities.

Staff joining the team who do not have prior experience of delivering and assessing teacher education qualifications must be fully qualified teachers and must be mentored by the experienced teacher educators already within the team, and records of the mentoring support given must be maintained for External Verification purposes.

Examples of appropriate qualifications include:

- Level 5 Diploma in Teaching in the Lifelong Learning Sector
- Level 5 Diploma in Education and Training
- Level 5 Certificate in Education
- Level 6 Professional Graduate Certificate in Education
- Level 7 Post Graduate Certificate in Education

A comprehensive list of qualifications with the equivalence of full teacher status can be found on the Society for Education and Training (SET) website. Earlier qualifications may be equivalent and can be discussed on a case-by-case basis at approval.

Core staff involved in the qualification will also preferably hold the status of Qualified Teacher Learning and Skills (QTLS) and/or Advanced Teacher Status (ATS).

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- hold a recognised teaching qualification at a minimum of level 5
- have experience in delivering, assessing and quality assuring teacher education qualifications in the Learning and Skills sector
- have proven experience in quality management/internal quality assurance
- be familiar with the occupation and technical content covered within the qualification.

For further detail on internal quality assurance please refer to the IQA section of the **Assessor Pack**.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

For further details and guidance on the internal quality assurance requirements and procedures, please refer to the [Quality Assurance Standards](#) documents on the City & Guilds website.

Candidate entry requirements

All candidates must:

- undergo an initial assessment designed to determine whether a level 5 qualification is appropriate and achievable
- hold a qualification which confirms a minimum of Level 2 in mathematics and English
- hold a qualification in the subject they wish to teach/are teaching. For academic subjects it is expected that teachers will hold a degree in their subject specialism. For vocational subjects it is expected that a teacher should be qualified to at least one level above the level they intend to teach. Where this is not possible because such qualifications do not exist, teachers should have the highest qualification available and/or be able to provide evidence of substantial professional experience in their vocational subject
- have access to 150 teaching practice hours
- have access to two placements and a total of 250 hours of practice.

Age restrictions

This qualification is approved for learners aged 19 or above.

Access arrangements and reasonable adjustments

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the City & Guilds website: www.cityandguilds.com/centre-document-library

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

The qualification structure and timeframes

This is an in-service or pre-service qualification which can be achieved via paid or voluntary employment within the Further Education and Skills (FES) Sector.

The qualification is made up of eight core units and is placed at level 5. The core units total 120 credits. There are no optional units. A list of all of the units is available on page 7.

Centres are advised to review the documentation and decide which order they wish to deliver the units. Consideration should be given to the content of each unit and the way candidates will progress through them. A holistic approach to delivery is required and will mean a number of units are ongoing at the same time.

The length of time allocated to the programme will depend on whether the candidates are part-time, full time, pre-service or in-service.

It is anticipated that, whichever route is followed, the candidate will be on programme for a minimum of 12 months in order to gain the experiences, consolidation and training to be able to demonstrate, at end point, achievement of the standards at the required level.

Candidates must be registered with City & Guilds as close to the beginning of the programme as possible and before any assessment takes place. They must finish their assessments within their period of registration and as close to the final delivery session as possible.

Centres may use their own policies when deciding on submission dates and length of time allowed, including resubmissions of assessments.

Placement requirements, locations and hours

Candidates require two placements in the Further Education and Skills sector (ie. a principal and subsidiary placement), totalling 250 hours, to enable them to gain experience in more than one placement organisation.

It is anticipated that the candidate will complete the majority of placement hours in their principal placement, including 150 hours of teaching practice. The subsidiary placement must be for a minimum of 20 hours, ideally with a different provider. The subsidiary placement will include a range of activities related to the teaching role. Only in extremis could both placements be within the same provider, where it is large enough to offer two completely different experiences.

A minimum of 150 hours of the 250 required must be teaching practice, with a minimum of 100 of those hours in the subject specialist area.

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

The 100 non-teaching hours of the total 250 hours should be made up with departmental duties such as team meetings, planning, interviewing learners, assessments, observations and any CPD activities.

There must be a record kept of all 250 hours, detailing what activities were carried out and when.

It should be noted that this qualification is not aimed at those wishing to teach in schools although it is recognised that some vocational subjects may be delivered in school settings.

In exceptional circumstances and if appropriate, candidates may deliver up to 30 hours of their teaching practice to learners aged 14+ preferably in an FE setting, although it is accepted that this may also be in school years 10 or 11.

Subject specialist support and mentoring

One subject specialist mentor and one pastoral mentor is required to support candidates in addition to the course tutor.

The subject specialist mentor must be a fully qualified teacher and competent in teaching in the candidate's subject area. The subject specialist mentor may carry out up to two of the assessed observations of teaching practice.

The pastoral mentor must also be a fully qualified teacher and will provide local pastoral support for more general areas of advice and support. It is not permitted for the pastoral mentor to carry out observations that contribute to the assessment process, although the mentor can observe early developmental delivery sessions that do not contribute to the assessment process.

Both the subject specialist mentor and the pastoral mentor must have sufficient time allocated to support candidates and must be a minimum of 30 minutes each, per candidate, per week. Records must be kept by the candidate of both subject specialist and pastoral mentor meetings, showing dates and basic details of discussion/support given.

It is recommended that the subject specialist mentor and pastoral mentor are fully trained for the mentoring role. The Education and Training Foundation (ETF) provide resources related to mentor training, that may be accessed free of charge.

Microteaching

As candidates start working towards unit 504, the professional practice unit, it is recommended that short microteaching sessions are introduced here, although only one is mandatory. These will allow candidates to gain confidence and start to develop their style of teaching in a safe environment. Both tutor and peers will give developmental feedback which will support the candidates to identify what aspects of their delivery they need to develop and may also lead to them deciding what CPD they need to undertake in order to improve.

Additional requirements for pre-service candidates

Pre-service candidates will commence the programme removed from the workplace. In order to compensate for this, pre-service candidates should commence the programme observing and shadowing qualified teachers in order to gain a good sense of the FE workplace as early as possible. These experiences should enable them to start considering the underpinning knowledge units. By completion of the programme, all candidates must have completed the same number of placement and teaching hours and had the same number of observations.

Recognition of Prior Learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL from previous level 5 teaching qualifications for these units is **not** permitted as there is no relationship between these units and previous teaching qualifications.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)

Inclusion and diversity have been embedded throughout the units of this qualification, for example in Unit 501 candidates must identify opportunities within their own subject area to promote equality, value diversity and support inclusion; in Unit 502 candidates get to know their learners' characteristics, support needs and ways of promoting EDI and the inclusive classroom.

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

Our Pathway to Net Zero | City & Guilds (cityandguilds.com)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Sustainability has been embedded throughout the units of this qualification, for example in Unit 501 candidates must identify opportunities within their own subject area to integrate Education for Sustainable Development (ESD); in Unit 504 candidates must model sustainable practices and promote sustainable development principles, values and goals in relation to their subject specialism.

Support materials

The following resources are available for this qualification:

Description	How to access
Candidate pack	www.cityandguilds.com
Assessor pack	www.cityandguilds.com
SmartScreen resources	www.smartscreen.co.uk

4 Assessment

Assessment of the qualification

The following documents **must** be read in conjunction with this handbook:

- **6504-51 Diploma in Teaching (Further Education and Skills) Candidate Pack**
- **6504-51 Diploma in Teaching (Further Education and Skills) Assessor Pack**

These documents contain:

- guidance and instructions on how to conduct the assessments
- guidance and instructions on making assessment decisions
- mandatory assignments for all units
- mandatory forms and guidance for the observations
- mandatory forms for use in the portfolio of professional practice and viva
- assessor recording forms.

Candidates **must** complete the following summative assessments:

- Knowledge aspects of the qualification will be assessed by **mandatory** externally set assignments for each of the units. The assignments cover the theoretical elements of the units and will include a range of assessment methods such as case studies, reports, research projects, diary entries and reflective accounts.
- Practical aspects of the qualification will be assessed through a portfolio of professional practice, which covers Part A of the Professional practice unit (Unit 504). A number of **mandatory** forms are provided for candidates and assessors to aid the completion of the portfolio and all evidence in the portfolio must be generated in the two placement organisations.

Once the assignments and the portfolio of professional practice have been completed, candidates must complete a final face-to-face oral discussion (viva). This must be conducted by two qualified teachers; one teacher must be the assessor from the provider and the other must be a qualified teacher from the principal placement. By reviewing the teaching practice portfolio and conducting an oral discussion, they will make the final judgement as to whether the candidate has met the requirements to pass the overall qualification.

The tables on the following pages provide an overview of the assessment requirements for each unit.

Overview of assessment requirements

Unit	Primary evidence (knowledge)	Where to obtain	Where to record assessment decisions	Where to obtain
501	City & Guilds externally set assignments	Candidate Pack	Candidate Record for Unit 501 assignments	Assessor Pack
502	City & Guilds externally set assignments	Candidate Pack	Candidate Record for Unit 502 assignments	Assessor Pack
503	City & Guilds externally set assignments	Candidate Pack	Candidate Record for Unit 503 assignments	Assessor Pack
504	City & Guilds externally set assignments	Candidate Pack	Candidate Record for Unit 504 assignments	Assessor Pack
505	City & Guilds externally set assignment	Candidate Pack	Candidate Record for Unit 505 assignment	Assessor Pack
506	City & Guilds externally set assignment	Candidate Pack	Candidate Record for Unit 506 assignment	Assessor Pack
507	City & Guilds externally set assignments	Candidate Pack	Candidate Record for Unit 507 assignments	Assessor Pack
508	City & Guilds externally set assignments	Candidate Pack	Candidate Record for Unit 508 assignments	Assessor Pack

Unit	Primary evidence (skills)	Where to obtain	Where to record assessment decisions	Where to obtain
504	<ul style="list-style-type: none"> • PDP form • PDP review form • CPD log • Reflective diary • PoE checklist • Scheme of work • Class and learner profile • Session plans • Teaching logs (teaching and non-teaching hours) • Mentor logs (pastoral and subject specialist) • Micro-teach forms (peer and assessor feedback) • Notes following observation of another 	Candidate Pack	Candidate record for professional practice (Unit 504 Part A)	Assessor Pack
	<ul style="list-style-type: none"> • Observation of teaching practice forms (for a minimum of 10 observations) 	Assessor Pack	Observation of teaching practice forms	Assessor Pack

Final requirements – once all assignments and the portfolio of teaching practice have been successfully completed

Additional requirements	Where to obtain	Where to record assessment decisions
Viva (Viva recording form)	Assessor Pack	Viva recording form
Final decision on qualification outcome (once all units and assessment completed)	Assessor Pack	Record of achievement

Full details of the assessment requirements including all of the necessary forms are included in the following documents:

- **6504-51 Diploma in Teaching (Further Education and Skills) Candidate Pack**
- **6504-51 Diploma in Teaching (Further Education and Skills) Assessor Pack**

These documents are available as password protected documents on the City & Guilds website. The passwords are available to registered centres on the Walled Garden.

Assignments

The candidate must complete the fourteen **mandatory** assignments which can be found in **Section 3** of the separate **Candidate Pack**. The assignments comprise a number of tasks, each of which align to the assessment criteria in the units. By successfully completing each assignment, the candidate will have covered all of the mandatory knowledge aspects within the qualification.

The tasks within the assignments may be completed electronically or be paper-based, or a combination of both. Where there is no specific format guidance stated for a task, candidates can present their findings in any appropriate format. Centres must be clear that it remains the assessor's responsibility to ensure that sufficient, valid evidence is recorded for each candidate to justify the achievement of each assignment.

Candidates must complete a **Candidate declaration and assessor feedback form** for each assignment submitted. This form serves as a front sheet and contains the candidate declaration of authenticity and will also be used for assessor feedback and action planning. This form can be found in **Appendix 1** of the separate **Candidate Pack**.

Assessors must complete a **Candidate record** for each assignment. This form can be found in **Section 7** of the separate **Assessor Pack**.

Full details on completing and assessing the assignments is provided in both the **Assessor Pack** and **Candidate Pack**.

Note – these assignments are mandatory; centre-devised assignments are not permitted.

Portfolio of evidence

It is recommended that candidates produce two portfolios – one containing the assignments and one containing the evidence for Unit 504 Part A – Professional Practice.

Candidates and centres may decide to use a paper-based or electronic method of recording evidence. City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence candidates' progress towards achieving qualifications. Further details are available at www.cityandguilds.com/eportfolios.

The portfolio of evidence must contain sufficient evidence to demonstrate the knowledge and skills required for each appropriate unit. Primary evidence sources **must** include:

- City & Guilds externally set assignments and candidate records
- City & Guilds externally set forms for professional practice (to cover Unit 504 Part A).

The mandatory forms are contained in either the **Candidate Pack** or **Assessor Pack**. See summary tables on pages 17-18.

The evidence provided must be valid and attributable to the candidate; the portfolio of evidence must contain a statement from the centre confirming this.

Observations of practice

Candidates must present evidence of at least 10 assessed observations, each of which must meet some of the observable skills as indicated in the **Observation of teaching practice form (Section 8 of the Assessor Pack)**. This form must be completed by the assessor/observer. Each of the observable skills aligns with aspects of the occupational standards. Assessed observations should be for a minimum of 60 minutes.

It is anticipated that teaching practice will span small groups (4-10) and large groups (10+) and observations will capture the candidate working with both. It may be that the candidate completes more than 10 observations, as the earlier ones may not be sufficiently successful to be assessed. By the end of the programme, **all** observable skills must have been captured in the **Observation of teaching practice form (Section 8 of the Assessor Pack)** by the assessor/observer and candidates must ensure that the accepted standard of **each skill listed** has been met on at least **six** occasions. Further detail on conducting and assessing the observations of teaching practice is provided in **Section 5 of the Assessor Pack**.

Viva

The candidate will participate in a final assessment involving an in-person, face-to-face oral discussion relating to any aspect of professional practice. **This must only be carried out once the portfolio of evidence and all other assignments have been successfully completed.**

The viva must be conducted by **two** qualified teachers. One teacher **must** be their assessor from the provider and the other **must** be a qualified teacher from the principal placement. The viva must be a minimum of 30 minutes and we suggest no longer than one hour. To aid sampling and quality assurance, the viva must be digitally recorded and time stamped.

Further details and the Viva recording form are provided in the separate **Assessor Pack**.

Time constraints

Assessment must be carried out on an on-going basis throughout the duration of the qualification and will conclude with the Viva.

Candidates must be registered with City & Guilds as close to the beginning of the programme as possible and before any assessment takes place. They must finish their assessments within their period of registration and as close to the final delivery session as possible.

Centres may use their own policies when deciding on submission dates and length of time allowed, including resubmissions of assessments.

Grading

The qualification is graded pass/fail.

The final decision **must** only be made once all summative assessment has taken place and the candidate is confirmed to have successfully met all of the assessment criteria (ie. upon completion of the portfolio of professional practice, all assignments and the Viva).

The final decision must be recorded on the **Record of achievement** (see **section 11** of the **Assessor Pack**).

Individual units **must not** be claimed until **all units in the qualification and the viva** have been successfully completed (as the qualification cannot be achieved until after the final viva).

Where candidates do not meet all pass requirements they may be referred and allowed to resubmit evidence. Further details on resubmission are provided in the **Assessor Pack**.

Authenticity

Centres are expected to check the authenticity of work submitted by candidates; particularly where written texts are submitted. The use of source material to show they have enhanced their understanding or to underpin their evidence is acceptable, but it must be fully referenced using a recognised referencing system. Where it is not referenced, it will be considered plagiarism.

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- level
- guided learning hours (GLH)
- credit value
- assessment type
- unit aim
- mapping to occupational standards
- areas of focus
- amplification of areas of focus
- assessment criteria
- supporting information.

Guidance for delivery of the units

This qualification comprises a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into a number of **areas of focus** which describe the skills and knowledge that a candidate should possess. The areas of focus are then amplified to provide further detail about the breadth and scope of what needs to be delivered to ensure candidates are fully prepared to address the assessment criteria.

Each area of focus includes **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Supporting information provides guidance of the evidence requirement for the unit and specific guidance on delivery. Centres are advised to review this information carefully before delivering the unit.

Unit 501

Teaching my subject

Level:	5
GLH:	50
Credit value:	15
Assessment type:	Assignments
Unit aim:	This unit is designed to ensure candidates have a good understanding of the subject they will be teaching. It encourages candidates to reflect on their subject, particularly what they found easy or challenging to learn, and how they overcame the challenges, leading onto a consideration of curriculum sequencing.
Mapping to occupational standard	ST0149: K1, K2, K3, K5, K6, K10, K13, K14, K19, S21, B2, B3, B5, B6

Areas of focus

Areas of focus are provided as a content guide to assist centres in preparing their own schemata for delivering this qualification. By including this content when delivering, candidates will be well prepared to address the assessment criteria below.

All areas of focus must relate to the candidate's own subject area and include:

Part A Particular approaches to topic sequencing

Part B Pedagogic content knowledge

Part C Threshold concepts and troublesome knowledge

Part D Required wider/prerequisite knowledge

Part E Measuring and maintaining own subject currency

Amplification of areas of focus

Part A Particular approaches to topic sequencing

Candidates will evidence their knowledge and understanding of how to:

- Develop schemata
- Organise topics in a logical order
- Link new knowledge to previous learning
- Revisit previous learning to address gaps in knowledge
- Chunk learning

Part B Pedagogic content knowledge

Candidates will evidence their knowledge and understanding of:

- Established methods for teaching specific topics
- Innovative and creative teaching methods for their own subject

Part C Threshold concepts, content and troublesome knowledge

Candidates will evidence their knowledge and understanding of:

- Basic concepts within their subject that must be understood
- Concepts that change/lead to new ways of thinking
- Content that can be challenging for themselves and their learners
- Common errors and misconceptions

Part D Required wider/prerequisite knowledge

Candidates will evidence their knowledge and understanding of:

- Qualifications and/or learning programmes available in their own subject area, such as 'T' Levels, 'A' Levels, GCSE's, Functional Skills, Vocational qualifications, Access to Higher Education, and Pre-Access non-accredited programmes
- Qualifications that are mandatory for working in own subject area such as Health and Safety, First Aid, Food Hygiene
- Integrating Education for Sustainable Development (ESD)
- Promoting equality, valuing diversity and supporting inclusion (EDI)
- Embedding maths and English
- Employment opportunities relevant to own subject area

Part E Measuring and maintaining own subject currency

Candidates will relate their evidence to their knowledge and understanding of:

- The underpinning knowledge required to carry out a teaching role
- Identifying areas and topics where own knowledge is secure
- Identifying gaps in their own knowledge
- Action planning to address gaps in own knowledge
- Ways to engage in continuing professional development (CPD) in own subject area such as placements, action research, research/joining a research group, networking, reading relevant professional and academic literature

Assessment Criteria

When responding to assessment criteria, candidate evidence must relate to their own subject specialism/subject area and be supported by examples.

Part A

1.1 Analyse ways to **sequence** a curriculum for a qualification or learning programme in own subject area

Sequence to include:

- a) Developing and building schemata
- b) Organising topics in a logical order
- c) Relating new knowledge to previous learning
- d) Ways of revisiting previous learning to address gaps in knowledge
- e) Chunking learning

Part B

2.1 Explain how established methods can be used to teach particular topics in own subject area

2.2 Explain how innovative and creative teaching methods can be used in own subject area

Part C

3.1 Analyse the **concepts** of a qualification or learning programme in own specific subject area

Concepts to include:

- a) Basic concepts/intent of own subject area with particular attention to those that challenge/lead to new ways of thinking
- b) Common errors and misconceptions around own subject area

3.2 Analyse the **content** of a qualification or learning programme in own specific subject area

Content to include:

- a) Key topics
- b) Theories
- c) Models
- d) Principles
- e) Content that can be challenging to selves and to own learners

Part D

4.1 Analyse the current qualifications and learning programmes available in own subject area

To include:

- a) Qualifications in own subject area
- b) Qualifications that are mandatory for working in own subject area where relevant (such as Health and Safety, First Aid, Food Hygiene)
- c) Learning programmes in own subject area

4.2 Identify opportunities within own specific subject area to:

- a) Integrate Education for Sustainable Development (ESD)
- b) Promote equality, value diversity and support inclusion
- c) Embed maths and English

4.3 Identify employment opportunities relevant to own subject area

Part E

5.1 Analyse own knowledge in relation to own subject area

To include:

- a) Areas/topics where own subject knowledge is secure
- b) Areas/topics where there are gaps in own subject knowledge

5.2 Devise a personal CPD **plan**

Plan to include:

- a) Actions to be taken to address any identified gaps in own subject knowledge
- b) Actions to be taken to maintain currency in own subject area

Unit 501 Teaching my subject

Supporting information

Evidence requirements

Assignments 1 and 2 for unit 501.

Unit guidance

AC3.1: by 'concept' we mean the 'intention/intent' of the qualification.

AC5.2: the intention is that the CPD plan devised in this unit will be kept up to date throughout the programme of study. Evidence of CPD will form part of the evidence for Unit 504 Professional practice.

Unit 502

Learners and learning

Level:	5
GLH:	50
Credit value:	15
Assessment type:	Assignments
Unit aim:	This unit is designed to ensure candidates have a good understanding of the breadth of Further Education (FE) learners and how they arrived in FE. It encourages candidates to start thinking about the type of learner they may be teaching, their motivators, their learning and learner needs, and what impacts on their learning.
Mapping to occupational standard	ST0149: K1, K4, K5, K6, K7, K8, K10, K11, K12, K13, S16, B4, B5

Areas of focus

Areas of focus are provided as a content guide to assist centres in preparing their own schemata for delivering this qualification. By including this content when delivering, candidates will be well prepared to address the assessment criteria below.

Learners

- Part A Getting to know your learners and their journey into FE
- Part B Range of support needs
- Part C Safeguarding and Equality, Diversity and Inclusion (EDI)

Learning

- Part D Psychology of learning and the role of neuroscience in education

Amplification of areas of focus

Learners

Part A Getting to know your learners and their journey into FE

Candidates will evidence their knowledge and understanding of:

- Who are your learners?
- Their journey into FE
- Strategies used for getting to know their learners
- The value of initial and diagnostic assessment
- Barriers to learning, and social and economic impact on learning and population demographic

- Learner characteristics and learner preferences
- Meeting learner and learning needs of own learners
- How to support transition into FE learning

Part B Range of support needs

Candidates will evidence their knowledge and understanding of:

- Support needs in relation to disability and health, learning environment, family circumstances and social and emotional factors
- SEND - what is it?
- Possible points of referral
- Promoting learner/learning independence
- Organisations that provide careers education

Part C Safeguarding and Equality, Diversity and Inclusion (EDI)

Candidates will evidence their knowledge and understanding of:

- Promoting EDI and the inclusive classroom
- Indicators of concern relating to safeguarding
- Teaching vulnerable adults

Learning

Part D Psychology of learning and the role of neuroscience in education

Candidates will evidence their knowledge and understanding of:

- The contribution of psychology to education
- Psychological theories and how they can be used in teaching. The difference in brain structure and function and how they impact on differences in ability, behaviour and individual needs.

Assessment Criteria

Part A

1.1 Explore the **characteristics** of own learners

Characteristics to include:

- Personal characteristics:** age, gender, previous qualifications, employment background, learning styles, prior knowledge, motivation, personal epistemology
- Learning characteristics:** readiness to learn, speed of learning, personal experiences, autonomy in learning

1.2 Establish a range of strategies used to get to know own learners and their journey into Further Education (FE)

1.3 Review **methods** of initial assessment to establish starting points of learners including in English, mathematics and digital skills

Methods to include:

- Tests (online)
- Tests (written, paper-based)
- Interviews
- Surveys
- Questionnaires
- Pieces of free writing (English)

1.4 Evaluate the importance of initial and diagnostic assessments in teaching and learning

1.5 Analyse how **barriers** to learning impact on learners and ways to overcome them

Barriers to include:

- a) Social
- b) Economic
- c) Population demographic

1.6 Establish the difference between learner characteristics and learner preferences

1.7 Analyse the importance of meeting the learner and learning **needs** of own learners

Needs to include:

- a) Learner needs
- b) Learning needs

1.8 Examine the use of **evidence informed strategies** relating to inclusive teaching, learning and assessment

Evidence informed strategies to include:

- a) Peer mentoring
- b) Group discussion
- c) Co-operative learning situations
- d) Scaffolded questions and learning
- e) Focused intervention

1.9 Explain the **support** available for learners who are transitioning into FE

Support to include:

- a) From yourself
- b) From others

Part B

2.1 Summarise possible **support needs** of learners

Support needs to include:

- a) Disability and health
- b) Learning environment
- c) Family circumstances
- d) Social and emotional factors
- e) Language and culture

2.2 Summarise how the characteristics of the four primary SEND **categories** impact on learning

Categories to include:

- a) Communication and interaction
- b) Cognition and learning
- c) Social, emotional and mental health
- d) Sensory and/or physical

2.3 Explore **strategies** used in own setting to support SEND learners

Strategies to include:

- a) Group size
- b) Flexible grouping
- c) Understanding needs
- d) Interventions
- e) Scaffolding
- f) Memorisation techniques
- g) Metacognitive strategies
- h) Active listening and direct instruction

2.4 Identify internal and external possible points of referral for learners

2.5 Summarise how learner independence and learning sustainability can be promoted

2.6 Review sources that provide careers education in own local area

Part C

3.1 Explain ways to promote EDI and an inclusive classroom

3.2 Explore indicators of concern in a safeguarding context

3.3 Describe the key skills required when teaching vulnerable adults

3.4 Formulate ways to promote and foster a safe, supportive learning environment that encourages learner/learning independence

Part D

4.1 Analyse the contribution of psychology to education

4.2 Evaluate **psychological theories** that can be applied in own context

Psychological theories to include:

- a) Behavioural learning theory
- b) Cognitive learning theory
- c) Constructivist learning theory
- d) Social learning theory
- e) Experiential learning theory

4.3 Explain how the differences in brain structure and function impact on ability, behaviour and individual needs and how teaching can be adapted to take account of the differences and impact

Unit 502 Learners and learning

Supporting information

Primary evidence requirements

Assignments 1 and 2 for unit 502.

Unit guidance

AC1.1: Evidence for 'Explore the **characteristics** of own learners' links to the 'Class and learner profile' in Unit 504.

AC1.3: By digital skills we are referring to IT skills, this AC is not intended to go into depth of digital technology as that is the focus of unit 505.

AC1.8: There may be links between this and your 'Class and learner profile' which is required for Unit 504.

AC2.4: Internal could include:

- First aiders
- Language interpreters
- Specialist colleagues

External could include:

- Carers
- Charities
- Health centres
- Police
- Relevant websites
- Agencies such as alcohol, debt, drugs, Samaritans.

AC2.6: Sources could include:

- Libraries
- National Careers Service
- Careers counsellors
- The Internet
- Friends and family
- Job search organisations
- Networking
- Employment agencies

AC3.2 Indicators of concern could include:

- Very poor personal hygiene
- Unkempt appearance
- Lack of essential food, clothing or shelter
- Malnutrition and/or dehydration
- Living in squalid or unsanitary conditions
- Untreated medical conditions
- Indicators of abuse both physical and psychological

Unit 503

Teachers and teaching

Level:	5
GLH:	50
Credit value:	15
Assessment type:	Assignments
Unit aim:	This unit is designed to ensure that candidates have a good understanding of what it is to be a teacher in the FES sector. It considers the teacher's role, the characteristics of a good teacher, how to work and learn from others and the support available to teachers. The unit further considers teaching, in terms of curriculum development, planning and delivering learning, developing resources, assessment and feedback, types of delivery and meeting the needs of all learners through relationship building.
Mapping to occupational standard	ST0149: K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12, K13, K14, K15, K16, K18, K19, B1, B2, B3, B4, B5, B6

Areas of focus

Areas of focus are provided as a content guide to assist centres in preparing their own schemata for delivering this qualification. By including this content when delivering, candidates will be well prepared to address the assessment criteria below.

Part A Teachers

- The role of a teacher
- What makes a good teacher?
- Working with and learning from others
- Other sources of support

Part B Teaching

- Person centred approach
- Development of curriculum
- Planning and delivering sessions (including embedding English, mathematics and digital skills)
- Individual support
- Teacher expectations of learners
- Face to face, remote and blended delivery
- Assessment and feedback
- Evaluation and reflection

Amplification of areas of focus

Part A Teachers

The role of a teacher

Candidates will evidence their knowledge and understanding of:

- The teaching cycle (identifying needs, planning, delivering, assessing and evaluating)

What makes a good teacher?

Candidates will evidence their knowledge and understanding of key professional characteristics, qualities and skills, including:

- Developing good relationships and communicating clearly
- Listening skills
- Being patient, approachable, available, adaptable, flexible, passionate and enthusiastic
- Being a role model, promoting a love of learning and having high expectations
- Having good subject knowledge
- Evaluating and reflecting

Working with and learning from others

Candidates will evidence their knowledge and understanding of the benefits of:

- Working as part of a team
- Networking
- Observations of own practice by experienced practitioners
- Peer observations

Other sources of support

Candidates will evidence their knowledge and understanding of the support that can be offered by

- Line managers
- Mentors
- Using online resources
- Accessing services available to teachers, eg counselling, support networks, mental health services

Part B Teaching

Person centred approach

Candidates will identify the benefits of:

- Building quality relationships
- Setting personalised learning goals
- Responding to individual needs

Development of curriculum

Candidates will evidence their knowledge of

- Theories and models of curriculum development

Planning and delivering sessions

Candidates will evidence their knowledge and understanding of how curriculum models and theories impact:

- Schemes of work and content
- Session planning and content
- Inclusive teaching and learning environments
- Inclusive teaching and learning approaches/strategies/methods
- Inclusive learning resources
- Involving learners in their own learning and progress
- Embedding equality and diversity
- Embedding English, mathematics and digital skills to develop learners

Individual support

Candidates will evidence their approaches to:

- Meeting individual needs
- Providing additional learning support
- Signposting learner support services

Face-to-face, remote and blended learning

Candidates will evidence their knowledge and understanding of the key features, benefits and challenges of:

- Face to face delivery
- Remote delivery
- Blended delivery

Assessment and feedback

Candidates will evidence their knowledge and understanding of:

- Types of assessment
- Methods of assessment
- Validity, reliability and fairness in assessment
- Reasonable adjustments and special considerations
- Using inclusive assessment approaches, strategies and methods to challenge learners
- Using assessment and constructive feedback to develop and support learners
- Recording and monitoring assessment

Evaluation and reflection

Candidates will evidence their knowledge and understanding of:

- What to evaluate
- Ways to evaluate
- Models of reflection

Assessment Criteria

Part A Teachers

1.1 Summarise key aspects of the role of a teacher, making reference to the **teaching cycle**

Teaching cycle to include:

- a) Identifying learner needs
- b) Planning teaching and learning
- c) Delivering teaching and learning
- d) Assessing teaching and learning
- e) Evaluating teaching and learning

1.2 Summarise key professional characteristics, qualities and skills of a good teacher

1.3 Determine ways of developing collaborative working relationships with **others** to improve own practice

Others to include:

- a) Other teachers
- b) Mentors
- c) Subject support specialists
- d) Line managers
- e) At least one other

1.4 Determine the internal and external **support services** available to teachers

Support services to include:

- a) Online and digital resources
- b) Curriculum area training
- c) Continuous Professional Development
- d) Mental health and well-being

Part B Teaching

2.1 Analyse the **key elements** of a learner-centred approach to teaching

Key elements to include:

- a) Quality relationships
- b) Personalised learning goals
- c) Individual needs

2.2 Investigate **theories** and **models** of curriculum to develop own understanding of approaches to teaching and learning

Theories of:

- a) Dewey
- b) Piaget
- c) Vygotsky
- d) Skinner
- e) Bruner
- f) Freire
- g) Schon
- h) Kolb
- i) Lave and Wenger

Models to include:

- j) Process
- k) Product
- l) Spiral
- m) Hidden

2.3 Analyse the impact of theories and models on **key features** of own practice

Key features to include:

- a) Schemes of work
- b) Session plans
- c) Teaching environment
- d) Teaching approaches and strategies
- e) Resources
- f) Independent learning

2.4 Analyse the **wider elements** of planning and preparing to teach to develop effective approaches to teaching and learning

Wider elements to include:

- a) Inclusive teaching and learning environments
- b) Inclusive teaching and learning approaches/strategies/methods
- c) Inclusive learning resources
- d) Embedding equality and diversity to meet individual needs
- e) Embedding English, maths and digital skills
- f) Involving learners in their own learning and progress
- g) Managing the teaching environment

2.5 Discuss ways to **support** individual learners

Support to include:

- a) Meeting individual needs
- b) Providing additional learning support
- c) Signposting to support services

2.6 Discuss the benefits and drawbacks of different **types of delivery**

Types of delivery to include:

- a) Face to face delivery
- b) Remote delivery
- c) Blended delivery
- d) Digital delivery

2.7 Analyse the principles and concepts of assessment to develop own understanding of the assessment process

To include:

- a) Validity, reliability and fairness in assessment
- b) Authenticity and sufficiency of assessment
- c) Reasonable adjustments and special considerations
- d) Using inclusive assessment approaches, strategies and methods to challenge learners
- e) Recording and monitoring assessment in order to produce data which can be used to plan

2.8 Analyse the benefits and drawbacks of **types** and **methods** of assessment to support learners' progress

Types to include:

- a) Assessment of and for learning
- b) Initial, formative and summative

Methods to include:

- a) Observation
- b) Question and Answer
- c) Written work
- d) Self-assessment
- e) Peer assessment
- f) Prior learning and experience
- g) Professional discussion
- h) Orally, digitally recorded discussions

2.9 Analyse the benefits and drawbacks of different **methods** of feedback to support learners' progress and development

Methods to include:

- a) Oral
- b) Written
- c) Informal
- d) Formal
- e) Positive
- f) Negative
- g) Evaluative
- h) Developmental
- i) Constructive
- j) Descriptive
- k) Directive

2.10 Examine theories and models of evaluation and reflection in education

Unit 503 **Teachers and teaching**

Supporting information

Primary evidence requirements

Assignments 1 and 2 for unit 503.

Unit guidance

AC1.4: The assignment task for this criterion asks the candidate to produce an information leaflet or booklet. This may be produced using digital tools, where appropriate, and can be used as evidence in U505.

AC2.5: In the assignment for Task 5 (Case study) candidates must anonymise the learner.

AC2.10: The assignment task for this criterion asks the candidate to conduct a literature review for theories/models of evaluation and reflection. Some suggestions of theories/models are provided below, or candidates may select other theories/model in agreement with their assessor:

- Theories of evaluation could include Dewey, Kirkpatrick, Stufflebeam or Partlett & Hamilton
- Theories/models of reflection could include Borton, Gibbs, Johns, Rolfe et al, Schon

Unit 504

Professional practice

Level:	5
GLH:	80
Credit value:	30
Assessment type:	Portfolio of Evidence and assignments
Unit aim:	This unit is designed to ensure candidates are able to demonstrate their professionalism in applying their knowledge and understanding in a range of educational environments. It includes practical elements in terms of planning, delivering and assessing, being professional in terms of own responsibilities as a practitioner, whilst meeting the requirements of the sector.
Mapping to occupational standard	ST0149: K12, K13, K14, K19, S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S17, S18, S19, S20, S21, S22, S23, S24, S25, B1, B2, B3, B4, B5, B6

Areas of focus

Areas of focus are provided as a content guide to assist centres in preparing their own schemata for delivering this qualification. By including this content when delivering, candidates will be well prepared to address the assessment criteria below.

Parts A and B areas of focus must relate to the candidate's own subject area and include:

Part A Teaching practice

- Micro teaches
- Preparation for placement
- Observation of other teachers
- Delivering teaching and learning
- Curriculum planning and review
- Session planning and adaptations
- Planning and conducting assessment
- Using assessment to inform planning
- Assessment feedback and advice/guidance
- Application of evidence based methods
- Managing and supporting learners, including managing behaviour
- Placement logs

Part B Being a professional in the Further Education and Skills sector

- Occupational standards
- Developing expertise
- Updating and Continuous Professional Development
- Professional responsibilities
- Working with colleagues
- Professional status

Part C The Further Education and Skills Sector

- Overview of Further Education and Skills Sector
- Types of programmes
- Government policy
- Regulations (legal and local)
- Funding
- Organisational and wider support

Amplification of areas of focus

Part A Teaching practice

Candidates will produce a portfolio that will include evidence of planning, delivery and assessment with a range of learners in their principal setting and other related activities in their subsidiary setting. The portfolio will include:

- An evaluation of the candidate's current skills and knowledge, including knowledge and use of digital technologies.
- Peer- and self-reflections following the planning and delivery of a micro-teach
- Placement preparation and planning
- Reports when observing others to include reflection and own action planning.
- Schemes of work which reflect the curriculum used in own subject area
- Session plans to include the planned use of evidence-based methods
- Observation reports of own practice with feedback, action planning and reflection
- Assessment plans and evidence of assessment taking place, including assessment feedback and next steps advice/guidance
- Evidence of supporting learners and behaviour management techniques employed
- Placement logs

A list of the mandatory records for use in the portfolio of professional practice is included in the table on page 17.

Part B Being a professional in the Further Education and Skills sector

Candidates will evidence their understanding of what it is to be a professional in the FES sector by

- Understanding and using the occupational standards for their own subject area
- Developing their expertise in their own subject area by undertaking updating and CPD activities
- Understanding their professional responsibilities and maintaining their own professional status
- Working with colleagues to develop their own expertise and skills

Part C The Further Education and Skills sector

Candidates will evidence their understanding of the FES sector by:

- Having an overview of the FES sector and its focus
 - Regulations (both local and legal) which impact programmes in own subject area
 - Funding in the FES sector
 - The types of organisational and wider support available
 - The support available in own organisation and wider support nationally and locally
-

Assessment Criteria

Part A

1.1 Carry out a micro-teach to a peer group

To include:

- a) Planning the micro-teach
- b) Delivering the micro-teach
- c) Reflecting on peer and assessor feedback following the micro-teach
- d) Self-evaluating following the micro-teach
- e) Action planning for development following the micro-teach

1.2 Prepare for placement

To include:

- a) Communicating with the placement organisations and named contacts prior to start dates
- b) Agreeing roles and responsibilities in each placement
- c) Planning for and undertaking roles and responsibilities
- d) Reflection and evaluation of placement activities

1.3 Carry out observation of other teachers

To include:

- a) Communicating with observee to plan the observation of practice
- b) Agreeing focus for the observation
- c) Undertaking a professional (or 2-way) discussion with the observee following observation
- d) Reflection and own action planning

1.4 Create schemata and review as required

1.5 Create session plans

To include:

- a) Plans to teach
- b) Evidence based teaching methods
- c) Adaptations to meet individual needs
- d) Assessment of and for teaching

1.6 Provide evidence of observation of practice

To include:

- a) Observation reports and feedback for a minimum 10 observations of practice
- b) Action planning to support development
- c) Reflections following observations and feedback recorded within the diary

1.7 Conduct assessment of learners

To include:

- a) Using (initial/diagnostic) assessments to plan
- b) Using assessment data to identify emerging gaps in progression and achievement of learners
- c) Planning assessment
- d) Feedback on assessment
- e) Action planning with learners following assessment (next steps/advice/guidance/reviews)

1.8 Manage and support learners

To include:

- a) Individual learning plans/tutorials
- b) Session adaptations to meet learning needs
- c) Behaviour management techniques employed

1.9 Evidence of placement activities

To include:

- a) A log of teaching hours
- b) A log of non-teaching activities
- c) A log of meetings with subject and pastoral mentors
- d) A log of tutorial support from assessor (if required)

Part B

2.1 Analyse the occupational standards for own subject area and their impact on practice.

2.2 Provide evidence of subject skills updating and **impact** of Continuing Professional Development (CPD)

Impact to include:

- a) Reflective practice
- b) Action planning
- c) Using assessment data to review and develop own practice

2.3 Evaluate own professional responsibilities and professional status

To include:

- a) Evaluation of models of professionalism
- b) Analysing own professional responsibilities as a teacher
- c) Reviewing ways to gain/maintain own professional status

2.4 Evaluate the benefits of working with **colleagues**

Colleagues to include:

- a) Subject specialist mentor
- b) Pastoral mentor
- c) Other colleagues including those involved in observations
- d) The wider team

Part C

3.1 Review the scope and policy context in the current Further Education and Skills (FES) Sector

To include:

- a) Providers in the FES sector including:
 - i. colleges
 - ii. independent training providers
 - iii. adult education centres
 - iv. community organisations
- b) Courses, learning programmes and qualifications offered including the differences and benefits of accredited and non-accredited learning
- c) Current government policy relating to FES sector
- d) Current funding arrangements including:
 - i. Adult funding
 - ii. 14-19 funding
 - iii. Apprenticeship funding
 - iv. Other
- e) Current regulations, including:
 - i. Regulations relating to the sector, including audit, quality and inspection, health, safety and the environment, safeguarding
 - ii. The role of Ofqual, Ofsted and Awarding Organisations

3.2 Explain the internal and external regulations and legislation and own compliance with them

To include:

- a) Relevant legislations
 - i. H&S
 - ii. Safeguarding
 - iii. Prevent
 - iv. EDI
 - v. GDPR
- b) Regulations which apply to own subject area

3.3 Analyse the support available in the FES sector

To include:

- a) Organisational support
 - i. Mentors
 - ii. Line Managers
 - iii. Internal Quality assurers
 - iv. HR
 - v. Other support available in own organisation
- b) Outside support
 - i. Counselling services
 - ii. Occupational Health
 - iii. Unions

Unit 504 Professional practice

Supporting information

Primary evidence requirements

Part A:

Mentor log (for both the subject specialist and pastoral mentors)
Micro-teach assessor and peer feedback forms
Notes on observation of another
PDP and PDP review forms
Portfolio of Evidence checklist
Scheme of work
Reflective diary of significant events
Teaching hours and non-teaching hours logs
Class and learner profile
Session plans
CPD log
Observation of teaching practice forms

Mandatory forms for each of the above are available in the **Candidate Pack**.

Part B and C:

Assignments 1 and 2 for unit 504.

Unit guidance

AC1.1: Candidates only need to carry out a single micro-teach, though they are free to carry out more if they wish. It is anticipated that the micro-teach will be approximately 15 minutes in length, but centres may decide on the time and format to be used.

An assessor feedback form is provided which must be completed and shared with the candidate. Also provided is a peer feedback form, one of which must be completed by each member of the peer group audience, and which must be shared with the candidate who delivered the session. These forms will be the evidence for Task 1.1 of the Teaching Portfolio.

It is expected that the candidate will use the assessor and peer feedback to identify areas for development, which may be added to their PDP or written as an entry into their Reflective Diary of Significant Events, cross referencing to the evidence above.

AC1.2: Evidence of planning for the placement could be emails or records of telephone calls, timetables or a list of activities to be carried out. The candidate should also provide a reflective piece which evaluates the development of their practice following the placement activities. This can be in any format they wish to use.

AC1.3: A feedback form is provided for use with this criterion. Candidates only need to carry out a single observation of an experienced teacher (ideally from their own subject area), though they are free to carry out more if they wish. Candidates must plan with the observee, ensuring that there is a

clear purpose, and must agree how they will discuss the learning from the observation with the observee. Candidates may wish to take forward any actions to either their PDP or CPD log.

AC1.4: A scheme of work is provided for use with this criterion. The scheme of work should be a working document which will be reviewed and annotated throughout the delivery of the course.

AC1.9: Candidates must provide evidence of their placement activities.

A log of teaching hours is provided for the candidate to record the hours spent teaching in their principal placement.

A log of non-teaching activities is provided for the candidate to record any non-teaching activities carried out within both placements. Non-teaching hours may include activities such as observation of others, interviews with learners, team meetings, attending standardisation meetings. This list is not exhaustive.

A mentor log is provided for use with both the subject and pastoral mentors to record when the candidate met with each of their mentors and to give a brief outline of what was discussed.

An assessor review sheet is available in the separate **Assessor Pack**. This is not a mandatory document, but it may be used if the assessor and candidate wish to record their discussions from tutorial sessions which do not fit within any of the other forms.

AC2.1 Candidates must analyse the occupational standards for their own subject area. Candidates should also be made aware of the Professional Standards, although this element will **not** be assessed. The Professional Standards are available at [Professional Standards | Society for Education and training \(et-foundation.co.uk\)](https://www.et-foundation.co.uk). The website details the standards and provides a self-evaluation survey which candidates may find useful.

AC 2.2: To meet the requirement to 'evidence of subject skills updating and **impact** of Continuing Professional Development (CPD)', the candidate must cross reference the CPD plan they created in Unit 501.

AC2.3: When evaluating own professional responsibilities and professional status candidates must make reference to dual professionalism and QTLS. Candidates may also want to make reference to the Society for Education and Training (SET) Professional Standards (see link in the guidance for AC2.1 above).

Models of professionalism could include:

- A Continuum of Professionalism (as adapted from Weston and McAlpine's (2001) Continuum of Scholarship in Teaching)
- A Model of Professionalism in Post-Secondary Teaching (McLean & Blackwell, 1997)
- The Meta-Profession Model (Arreola & Theall, 2015)

Level:	5
GLH:	50
Credit value:	15
Assessment type:	Assignment
Unit aim:	This unit is designed to ensure candidates have a good understanding of educational technology as a means of supporting/enabling their professional practice. In addition, it will provide the background, context, and theory underpinning their ability to demonstrate occupational competence.
Mapping to occupational standard	ST0149: K1, K2, K4, K5, K6, K7, K8, K9, K10, K11, K12, K14, K15, K16, K19, K20, B2, B3

Areas of focus

Areas of focus are provided as a content guide to assist centres in preparing their own schemata for delivering this qualification. By including this content when delivering, candidates will be well prepared to address the assessment criteria below.

Areas of focus:

Part A Personal digital skills

Part B Range of educational technology

Part C Artificial Intelligence (AI), Augmented Reality (AR), Virtual Reality (VR)

Part D Managing digital delivery

Amplification of areas of focus

Part A Personal digital skills

Candidates will evidence their knowledge and understanding of:

- The meaning of digital learning and digital pedagogy
- Their own personal digital skills and keeping these up to date in line with emerging technologies

Part B Range of educational technology

Candidates will evidence their knowledge and understanding of:

- Digital technology that supports contextualised learning
- Digital technology that engages and challenges learning in own subject specialism

- Digital resources that are inclusive and create an opportunity to develop maths and English skills
- Digital technology used to assess, identify and set targets/goals through contextualised learning
- Encouraging ownership of own learning and learner autonomy
- Digital tools and technology that foster techniques which promote online collaboration, interpersonal effectiveness, social awareness and respect for others

Part C Artificial Intelligence (AI), Augmented Reality (AR), Virtual Reality (VR)

Candidates will evidence their knowledge and understanding of:

- Artificial Intelligence (AI), Augmented Reality (AR), Virtual Reality (VR)
- How AI, AR and VR support teaching, learning and assessment
- Risks and challenges of AI, AR and VR in teaching, learning and assessment

Part D Managing digital delivery

Candidates will evidence their knowledge and understanding of:

- The range of environments in which digital learning may take place
- The challenges and barriers faced when embedding digital tools into own programme of study/learning environment
- Techniques for managing inappropriate conduct in the digital learning environment
- Managing the wellbeing and safeguarding of own learners
- Promoting the awareness of safeguarding and welfare of own learners whilst collaborating

Assessment Criteria

Part A

1.1 Define the concept of digital learning and digital pedagogy

1.2 Conduct an analysis of own understanding of digital skills and digital technology for teaching, learning and assessment

1.3 Update own knowledge and skills of current and emerging digital learning

Part B

2.1 Outline a range of digital activities that support contextualised learning

2.2 Evaluate a range of digital activities that engage and challenge learners in own subject specialism

2.3 Evaluate the importance of creating and/or adapting digital resources to be inclusive, and further develop the Maths and English skills of own learners through contextualisation

2.4 Evaluate the range of **digital tools** used in assessment

Digital tools to include those used:

- a) to initially assess learners
- b) as part of the assessment process
- c) to support the setting of targets and goals

2.5 Explain how digital technology can be used to store, record and track learner's progress

2.6 Explain how digital technology can foster learner autonomy and responsibility for managing their own learning

2.7 Evaluate a range of tools and techniques that promote online collaboration; interpersonal effectiveness; social awareness and respect for others

Part C

3.1 Define Artificial Intelligence, Augmented Reality and Virtual Reality

3.2 Evaluate the effectiveness of embedding Artificial Intelligence, Augmented Reality and Virtual Reality in planning and delivering learning and assessment

3.3 Explain the risks and challenges of using Artificial Intelligence, Augmented Reality and Virtual Reality for teaching, learning and assessment

Part D

4.1 Describe a range of environments in which digital learning can take place

4.2 Evaluate a range of approaches to embedding digital skills/delivery as part of own subject pedagogy to create an engaging, blended, digital learning environment

4.3 Describe a range of barriers and challenges faced when embedding digital tools into own subject specialism and learning environment

4.4 Identify ways to overcome the barriers and challenges faced when embedding digital technology into subject specialism and learning environment

4.5 Justify the importance of communication, relationship building, appropriate and inappropriate online behaviour and social awareness when working collaboratively

4.6 Evaluate techniques for managing inappropriate conduct in the digital learning environment

4.7 Explain the importance of the safeguarding and wellbeing of own learners' online profiles with regards to current legislation, policies, practices and learning culture

Unit 505 Effective digital and online pedagogies

Supporting information

Primary evidence requirements

Assignment 1 for unit 505.

Unit guidance

AC1.2 and 1.3:

Evidence for AC1.2 and AC1.3 will be recorded in the Personal Development Plan (PDP) which is completed as part of Unit 4 Professional practice. Any evidence must be cross-referenced to the relevant section of the PDP.

AC2.7:

Candidates must evaluate a range of tools and techniques. The following hyperlinks are examples of techniques and tools that candidates may use:

Techniques:

- [The jigsaw technique](#)
- [Think – pair – share](#)
- [Breakout group discussions](#)
- [Peer reviews](#)
- [Scaffolding](#)
- [Daily discussion questions](#)
- [Brainwriting](#)
- [Other](#)

Tools:

- [Padlet](#)
- [Canva](#)
- [Kahoot](#)
- [Blooket](#)
- [Nearpod](#)
- [Flipgrid](#)
- [Quizziz](#)
- [Mentimeter](#)

AC3.1 and 3.3:

The assignment task for these criteria require candidates to create an infographic. The following hyperlinks provide examples of what is required and offer tools that candidates may use:

- [Canva](#)
- [Easel.ly](#)
- [Hubspot](#)
- [Adobe stock](#)

AC4.7:

The assignment task for this criterion requires candidates to produce a presentation. The following hyperlinks provide examples of what is required and offer tools that candidates may use:

- [Prezi](#)
- [Canva](#)
- [Powtoon](#)
- [Genially](#)
- [Google Slides](#)
- [Microsoft PowerPoint](#)
- [Beautiful AI](#)
- [Zoho](#)

Other useful resources for this unit:

- [edutopia website](#)
- [Jisc website](#)

Unit 506

Action research

Level:	5
GLH:	30
Credit value:	15
Assessment type:	Assignment (research project)
Unit aim:	<p>This unit is designed to give candidates the opportunity to carry out research via a development project agreed between the placement organisation and the candidate. The area of research should provide the opportunity for candidates to employ a range of research and investigative skills appropriate to their professional activities and circumstances and at the same time, benefit the placement organisation.</p> <p>Candidates must agree an area of research within their own organisation, demonstrate effective complex research and investigative skills, choose and apply an appropriate research methodology, methods, and techniques, and then critically evaluate the resulting research outcome. Candidates should share their study and its findings with interested parties within their own organisation. Throughout the duration of the research project, the candidate will evidence the following:</p> <ul style="list-style-type: none">• The use of appropriate methods of research• The use of appropriate methods of data collection• Evidence of autonomy and initiative• The application of professional ethics• The effective use of analytical skills• Finding solutions to complex problems
Mapping to occupational standard	ST0149: B1, B2, B3, B4, B5, B6

Areas of focus

Areas of focus are provided as a content guide to assist centres in supporting candidates to address the assessment criteria below.

All areas of focus must relate to the agreed research project and include:

Part A Justification of the research project

Part B Planning the research project

Part C Data collection, analysis of information and finding solutions to complex problems

Part D Maintaining on-going records

Part E Report writing

Amplification of areas of focus

Part A Justification of the research project

The candidate's justification will include:

- Agreement with key stakeholders
- Limitations to project
- Resources available
- Budget available
- Benefits to organisation

Part B Planning the research project

The candidate's plan will include:

- Methodologies and methods
- Goals and objectives
- Success metrics
- Stakeholders and roles
- Milestones, deliverables and project dependencies
- Timeline and schedule
- Communication plan

Part C Data collection, analysis of information and finding solutions to complex problems

Data collection

Candidates will review the following methods:

- Quantitative methods
- Qualitative methods
- Experiment
- Focus groups
- Interviews
- Survey
- Archival research
- Analytics
- Ethnography

Analysis of information

Candidates will evidence their knowledge and understanding of:

- Regression analysis
- Factor analysis
- Cohort analysis

Finding solutions to complex problems

Candidates will evidence their knowledge and understanding of how to:

- Identify problems and their source
- Consider the impact of the problem
- Brainstorm solutions
- Select optimal solutions

Part D Maintain an on-going record

Candidates will evidence:

- When/how each aspect of the plan a) - g) is reached
- An on-going evaluation of each aspect of the plan a) - g)
- Highly developed interpretation and evaluation skills
- Extensive independent research activities
- Critical evaluation of progress and findings as each milestone is reached

Part E Report writing

Candidates will evidence:

- abstracts and key points of research undertaken
- implications and applications of the details shown in the research record
- a reflection of how the research project has contributed effectively to improvement in the placement organisation
- details of personal and professional learning as a result of the project

Assessment Criteria

Part A

1.1 Justify the **purpose and scope** of the agreed research project

Purpose and scope must include:

- a) How the research project was agreed
- b) Project limitations
- c) Resources limitations
- d) Budget limitations
- e) Anticipated benefits of teaching and learning in the placement organisation and impact on own practice

Part B

2.1 Create a viable **plan** for the development project

Plan must include:

- a) Methodologies and methods
- b) Goals and objectives
- c) Success metrics
- d) Stakeholders and roles
- e) Milestones, deliverables and project dependencies
- f) Timeline and schedule
- g) Communication plan

Part C

3.1 Conduct the research project

Research project must include:

- a) The use of appropriate methods of research
- b) The use of appropriate methods of data collection
- c) Evidence of autonomy and initiative
- d) The application of professional ethics
- e) The use of analytical skills
- f) Finding solutions to complex problems

Part D

4.1 Maintain an on-going record

Record must include:

- a) Evidence of when/how each aspect of the plan a) – g) is reached
- b) An evaluation of each aspect of the plan a) – g)
- c) Evidence of highly developed interpretation and evaluation skills
- d) Evidence of extensive independent research activities
- e) Critical evaluation of progress and findings as each milestone is reached

Part E

5.1 Produce a final report

Report must include:

- a) An abstract of the research undertaken, describing key points, implications and applications of the details shown in the research record a)-e)
- b) Evidence of specialised knowledge and understanding of the complex concepts and challenges encountered throughout the research project
- c) A reflection of how the research project has contributed effectively to improvement in the placement organisation
- d) Details of personal and professional learning as a result of the project

Unit 506

Action research

Supporting information

Primary evidence requirements

Assignment 1 for unit 506.

Unit guidance

Candidates must agree an area of research identified by both themselves and a member of management of the placement organisation. The research must benefit teaching and learning within the placement organisation and impact on their practice and that of others.

The process for completing the action research project may be managed by the candidate themselves; as long as all of the assessment criteria are met.

Unit 507

Coaching and mentoring

Level:	5
GLH:	20
Credit value:	5
Assessment type:	Assignments
Unit aim:	This unit aims to provide learners with an understanding of the skills, principles and practice required for effective coaching or mentoring within an educational context.
Mapping to occupational standard	ST0149: K15, K16, K17, B2, B4, B5

Areas of focus

Areas of focus are provided as a content guide to assist centres in supporting candidates to address the assessment criteria below.

Areas of focus:

Part A The purpose of coaching and mentoring within an educational context

Part B The knowledge, skills and behaviours required to be an effective coach including own attitudes, beliefs and values

Part C The knowledge, skills and behaviours required to be an effective mentor including own attitudes, beliefs and values

Amplification of areas of focus

Part A The purpose of coaching and mentoring within an educational context

Candidates will evidence their knowledge and understanding of:

- Current research in coaching or mentoring
- Current definitions of coaching and mentoring
- Differences and overlaps between coaching and mentoring
- Factors that may affect coaching or mentoring within an educational context
- Potential barriers to effective coaching or mentoring and strategies to minimise or overcome these
- Legal and ethical considerations for effective relationship management including confidentiality, in accordance with current legislation

Part B The knowledge, skills and behaviours required to be an effective coach including own attitudes, beliefs and values

Candidates will evidence their knowledge and understanding of:

- The rationale for coaching (including for professional and personal development, strategic goals, problem solving, improving individual or organisational performance)
- Models for effective coaching
- The skills required to be an effective coach
- Measuring against coaching objectives
- Reflection on own coaching techniques

Part C The knowledge, skills and behaviours required to be an effective mentor including own attitudes, beliefs and values

Candidates will evidence their knowledge and understanding of:

- The rationale for mentoring (including for professional and personal growth, building resilience and raising aspirations)
- Models for effective mentoring (including one-to-one, peer, group, e-mentoring)
- The skills required to be an effective mentor
- Measuring the impact of mentoring
- Reflection on own mentoring techniques

Assessment Criteria

Part A

- 1.1 Review current research in coaching and mentoring
- 1.2 Evaluate current research in coaching and mentoring as it applies to education
- 1.3 Identify legal and ethical considerations when coaching or mentoring
- 1.4 Define what coaching and mentoring is within an educational context
- 1.5 Explain the similarities and differences between coaching and mentoring
- 1.6 Evaluate the factors which may impact coaching or mentoring in an educational context
- 1.7 Evidence when learners would benefit from coaching or mentoring
- 1.8 Identify potential barriers to coaching or mentoring
- 1.9 Develop appropriate strategies to minimise the potential barriers to coaching or mentoring

Part B

- 2.1 Present the rationale for using coaching to benefit learners
- 2.2 Analyse the skills required by an effective coach
- 2.3 Review the responsibilities of the coach to manage relationships effectively
- 2.4 Review an effective coaching model which can be followed within an educational context
- 2.5 Discuss how to measure the impact of coaching against set goals
- 2.6 Justify the importance of reflective practice for an effective coach

Part C

- 3.1 Present the rationale for using mentoring to benefit learners
- 3.2 Analyse the skills required by an effective mentor
- 3.3 Review the responsibilities of the mentor to manage relationships effectively
- 3.4 Review an effective approach to mentoring which can be followed within an educational context
- 3.5 Discuss how the impact of mentoring may be measured
- 3.6 Justify the importance of reflective practice for an effective mentor

Unit 507 Coaching and mentoring

Supporting information

Primary evidence requirements

Assignments 1 and 2 for unit 507.

Unit guidance

This is a 5-credit unit. Therefore, there is an expectation that candidates write short responses to the tasks in Part A. Centres must decide what is acceptable and appropriate in terms of their expectations for these tasks, whilst ensuring that the ACs are fully met.

Responses to the Tasks 1-4 in Part B and C could be presented in a tabular format, which shows the differences between coaching and mentoring in tandem.

AC1.6: Factors that may affect coaching or mentoring within an educational context could include:

- The role of coaching and mentoring in supporting learners.
- Values, ethics and principles within learning organisations.
- Support for coaching or mentoring internally (including policies, procedures, strategies and senior level support).
- Learning styles and preferences and how they can affect coaching or mentoring.

AC1.8: Potential barriers to effective coaching or mentoring and strategies to minimise or overcome these could include time, resources, attitudes, beliefs, values and ownership.

AC2.4: Models for effective coaching could include GROW, OSCAR, CLEAR, STEPPA.

AC2.2: The skills required to be an effective coach include:

- Communication skills - being clear, active listening, types of questions, giving feedback and setting goals.
- The importance of trust, remaining ethical and non-judgmental, showing empathy and support.

AC3.2: The skills required to be an effective mentor could include:

- Communication skills including non-verbal, use of silence, types of questioning, listening, use of feedback, social/interpersonal skills, being motivational.
- The importance of trust, remaining ethical and non-judgmental, showing empathy and support.

Unit 508

Managing behaviour

Level:	5
GLH:	40
Credit value:	10
Assessment type:	Assignments
Unit aim:	This unit aims to enable candidates to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment, related legislation, and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing challenging and inappropriate behaviours, and evaluating own practice in managing behaviours in a learning environment.
Mapping to occupational standard	ST0149: K1, K4, K5, K6, K8, K10, K11, K14, K15, K16, K19, B1, B3, B4

Areas of focus

Areas of focus are provided as a content guide to assist centres in supporting candidates to address the assessment criteria below.

Areas of focus:

Part A The characteristics and impact of behaviours in a learning environment

Part B Legislation and organisational policies relating to managing behaviours in a learning environment

Part C Theories of behaviour management to create and maintain a purposeful learning environment

Part D Own practice in managing behaviours in a learning environment

Amplification of areas of focus

Part A The characteristics and impact of behaviours in a learning environment

Candidates will evidence their knowledge and understanding of:

- Positive and purposeful behaviours and their characteristics
- Challenging and inappropriate behaviours and their characteristics
- Factors influencing and contributing to a range of behaviours
- Impact of behaviours in a learning environment

Part B Legislation and organisational policies relating to managing behaviours in a learning environment

Candidates will evidence their knowledge and understanding of:

- Legislation relating to managing behaviours
- Organisational policies relating to managing behaviours

Part C Theories of behaviour management to create and maintain a purposeful learning environment

Candidates will evidence their knowledge and understanding of:

- Theories of behaviour management
- How to establish and maintain a purposeful learning environment
- How to minimise challenging and inappropriate behaviours

Part D Own practice in managing behaviours in a learning environment

Candidates will evidence their knowledge and understanding of:

- Effectiveness of own practice including use of theories
- Own strengths relating to managing behaviour
- Areas for improvement in own practice

Assessment Criteria

Part A

1.1 Analyse the characteristics of **behaviours** that can occur in a learning environment

Behaviours to include:

- a) Positive and purposeful behaviours
- b) Challenging and inappropriate behaviours

1.2 Analyse the **factors** that influence and contribute to a range of behaviours

Factors to include:

- a) Social factors
- b) Cultural factors
- c) Physical factors
- d) Emotional factors
- e) Environmental factors

1.3 Analyse the **impact** of behaviours on a learning environment

Impact of positive and purposeful behaviours and challenging and inappropriate behaviours on:

- a) Other learners
- b) The teacher
- c) The organisation

Part B

2.1 Analyse **legislation** relating to managing behaviours in a learning environment

Legislation to include:

- a) The Equality Act
- b) The Children's Act
- c) Safeguarding and Prevent
- d) European Convention on Human Rights

2.2 Analyse **organisational policies** relating to managing behaviours in a learning environment

Organisational policies to include:

- a) Behaviour Management policies
- b) Discipline policies
- c) Appeals procedures
- d) Any other policies relevant in own organisation

Part C

3.1 Analyse **theories** of behaviour management

Theories to include:

- a) Behaviourist
- b) Humanistic
- c) Democratic
- d) Cognitive
- e) Pragmatist

3.2 Discuss how to establish a purposeful learning environment

To include:

- a) Teacher expectations
- b) Ground rules
- c) Verbal and non-verbal communication styles
- d) Relationship building
- e) Rapport and respect

3.3 Discuss how to minimise challenging and inappropriate behaviour in a learning environment

To include:

- a) Recognising triggers
- b) Using learning styles effectively
- c) Engaging learners in learning
- d) Consistency
- e) Support plans

Part D

4.1 Explain how own practice in creating a purposeful learning environment and minimising challenging and inappropriate behaviours has taken account of theories of behaviour management

4.2 Analyse the effectiveness of own practice in relation to managing behaviours in a learning environment

4.3 Identify own strengths and areas for improvement in relation to managing behaviours in a learning environment

Unit 508 **Managing behaviour**

Supporting information

Primary evidence requirements

Assignments 1 and 2 for unit 508.

Unit guidance

AC3.1: Theorists may include:

- Fredrick Jones' Non-adversarial methods
- Albert Bandura's Social Learning theory
- William Glasser's Reality and Choice theory
- Jean Piaget's Constructivist Learning Theory
- Jacob Kounins' Mastery of Classroom Management
- Alfie Kohn's Student Directed Learning theory
- B F Skinner's Operant Conditioning theory
- Eric Berne's Transactional Analysis

Appendix 1 Mapping to the occupational standard KSBs

KSB	KSB statement	501	502	503	504	505	506	507	508
K1	The pedagogical theory and how to apply this theory to practice	1.1	4.1, 4.2, 4.3	1.1, 2.1, 2.2, 2.3, 2.4, 2.10		1.1, 4.2			1.2, 3.1, 4.1
K2	How to support contextualized opportunities to develop English and Maths	3.2		2.1, 2.3, 2.4		2.3			
K3	The principles of designing, planning, and organising curriculum	1.1, 3.1		1.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9					
K4	Methods for creating and adapting inclusive learning resources		2.2	1.1, 2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9		2.3			3.2, 3.3
K5	Evidence-informed inclusive teaching, learning and assessment strategies	2.1	1.8, 2.2, 4.2, 4.3	1.1, 2.1, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9		2.1, 2.4			1.2, 1.3, 3.3
K6	Strategies to engage and challenge all learners	2.1	2.2	1.1, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9		2.2			3.2
K7	How to implement ongoing initial and diagnostic assessment to inform planning and progression		1.3, 1.4	1.1, 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9		2.4, 2.5			
K8	Techniques to involve learners in taking ownership of their own progress		2.5, 3.4	2.1, 2.3, 2.4, 2.7, 2.8, 2.9		2.6			3.2, 3.4
K9	Principles and practices of assessment and feedback			1.1, 2.3, 2.4, 2.7, 2.8, 2.9		2.4			

K1/ Coaching and mentoring principles and techniques

1.1, 1.2, 1.3,
 1.4, 1.5, 1.6,
 1.7, 1.8, 1.9,
 2.1, 2.2, 2.3,
 2.4, 2.5, 2.6,

KSB	KSB statement	501	502	503	504	505	506	507	508
								3.1, 3.2, 3.3, 3.4, 3.5, 3.6	
K18	Strategies for quality improvement			2.1					
K19	Ways to access personal and professional development, and to maintain sector and/or subject specific currency	5.1, 5.2		1.3, 2.10	2.2, 2.3, 2.4	1.2, 1.3			4.2, 4.3
K20	Advances in digital, online, and emerging technologies and their application in the teaching environment and principles of digital and online safety					1.3, 3.1, 3.2, 4.2			
S1	Integrate subject and pedagogic research into teaching activity to enhance teaching and support changes of practice				1.1, 1.4, 1.5, 1.6, 1.7, 1.8				
S2	Identify, consider and take steps to minimise the impact of barriers to learning				1.1, 1.4, 1.5, 1.6, 1.8				
S3	Contextualise English and mathematics in a way that promotes understanding of key topics				1.1, 1.4, 1.5, 1.6				
S4	Use a variety of teaching and assessment methods depending on the learning environment and learners' needs				1.1, 1.4, 1.5, 1.6, 1.7, 1.8				
S5	Encourage learners to set challenging goals				1.1, 1.4, 1.5, 1.6, 1.7, 1.8				

KSB	KSB statement	501	502	503	504	505	506	507	508
S6	Promote understanding of equality and diversity and sustainable development				1.1, 1.6, 1.8				
S7	Demonstrate through their teaching the wider context (policy, economic, societal, technological, legal, cultural and environmental) of the subject, recognising the implications for professional practice				1.1, 1.6				
S8	Design and use resources that are inclusive and add value to learners' development				1.1, 1.4, 1.5, 1.6, 1.7, 1.8				
S9	Engage and inspire all learners				1.1, 1.4, 1.5, 1.6, 1.7, 1.8				
S10	Identify and set outcomes to enable each learner to achieve or exceed targets				1.1, 1.4, 1.5, 1.6, 1.7, 1.8				
S11	Provide ongoing learner feedback				1.1, 1.4, 1.5, 1.6, 1.7, 1.8				
S12	Use the results of initial and diagnostic assessment to plan learning and differentiated support at the start of and throughout the learners' journey				1.1, 1.4, 1.5, 1.6, 1.7, 1.8				
S13	Encourage learners to develop: autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others, essential				1.6				

KSB	KSB statement	501	502	503	504	505	506	507	508
	employability skills, a solutions mindset, and the ability to create change								
S14	Use assessment data to regularly review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners				1.4, 1.5, 1.7, 1.8, 2.2				
S15	Support the implementation and execution of safeguarding procedures and promote the welfare of children, young people and/or adults in accordance with statutory provisions				1.4, 1.5, 1.6, 1.8				
S16	Prepare learners for their transition through education, further training, and into employment		1.9		1.7				
S17	Comply with internal and external regulations, legislation and guidance, such as: teaching, learning and assessment, recording, storing and sharing information relating to learners				1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 3.2				
S18	Adapt communication style, method, and terminology to reflect the needs of the audience including individual learners, colleagues, stakeholders				1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8				

KSB	KSB statement	501	502	503	504	505	506	507	508
S19	Engage learners to establish standards of behaviour, mutual respect and safe working				1.1, 1.4, 1.5, 1.6, 1.7, 1.8				
S20	Challenge learners to address inappropriate behaviour or viewpoints				1.1, 1.4, 1.5, 1.6, 1.7, 1.8				
S21	Continually update and maintain their own knowledge and skills as a teaching professional and a subject specialist as part of managing their own continual professional development (CPD)	5.2			2.2				
S22	Be proactive in seeking and responding to feedback from varied sources including learner voice, peers, colleagues, employers and stakeholders to improve own practice				1.2, 1.3, 1.4, 1.5, 1.6, 1.9				
S23	Manage workload through preparation and prioritisation, time management, and responsiveness to change				1.2, 1.3, 1.4, 1.5, 1.9				
S24	Act within, the statutory frameworks which set out their professional duties and responsibilities				2.3				
S25	Use innovative and up to date digital and online technologies in a way that is safe to improve teaching, learning and assessment				1.6				

KSB	KSB statement	501	502	503	504	505	506	507	508
B1	Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control			1.2	1.6, 1.7, 1.8, 1.9		1.1, 2.1, 3.1, 4.1, 5.1		4.1
B2	Underpin their practice by reference to professional standards and evidence-based teaching and learning	3.1, 3.2		1.2	1.6, 1.7, 1.8, 2.1, 2.3	1.2, 2.1, 2.3, 2.5, 2.6	1.1, 2.1, 3.1, 4.1, 5.1	1.1, 1.2, 1.3	
B3	Committed to continuous professional development	5.2		1.3	1.9, 2.2	1.3	1.1, 2.1, 3.1, 4.1, 5.1		4.3
B4	Act in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders		1.2	1.2	1.6, 1.7, 1.8, 1.9, 2.4		1.1, 2.1, 3.1, 4.1, 5.1	2.2, 2.3, 3.2, 3.3	4.2
B5	Act in a manner that is ethical, fair, consistent and impartial, valuing equality, diversity and champion British values within professional boundaries	4.2	1.2	1.2	1.6, 1.7, 1.8		1.1, 2.1, 3.1, 4.1, 5.1	2.2, 2.3, 3.2, 3.3	
B6	Model sustainable practices and promote sustainable development principles, values and goals in relation to their subject specialism	4.2		1.2	1.6		1.1, 2.1, 3.1, 4.1, 5.1		

Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the [centre document library](#) on www.cityandguilds.com or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Assessment: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The [centre document library](#) also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the Contact us section of the City & Guilds website, [Contact us](#)

City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

The City & Guilds community of brands includes Gen2, ILM, Intertrain, Kineo and The Oxford Group.

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