

Qualification Guide

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

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Qualification No: 610/8213/2

OCN London aims to support learning and widening opportunities by recognising achievement through credit-based courses and qualifications, promoting high standards of excellence and inclusiveness. We are proud of our long-term role and unique history in providing innovative learning solutions for a wide range of learners and particularly those who have not previously benefitted from education.

At the heart of what OCN London offers is:

- a commitment to inclusive credit-based learning;
- the creative use of credit with responsive, demand-led qualification development;
- high quality service and support;
- respect for and encouragement of diversity – in learners and learning approaches, partners and settings;
- the development of people, capacity and resources that will ensure effective business partnerships.

To navigate within this Qualification Guide

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General Information

This qualification guide contains details of everything you need to know about the **OCNLR Level 5 Diploma in Teaching (Further Education and Skills)**. It makes reference to the curriculum areas covered and identifies the learners for whom the qualification has been developed. The guide also covers important aspects of assessment and moderation that are particular to the qualification. The guide should be used by all involved in the delivery and assessment of the qualification. The Account Manager for your Centre will provide support and advice on how to seek approval to offer the qualification.

If you are not yet an OCN London Approved Centre but wish to use this qualification, then please contact us on enquiries@ocnlondon.org.uk for details of the Centre Approval application process.

Qualification Overview

The **OCNLR Level 5 Diploma in Teaching (Further Education and Skills)** qualification has been developed in accordance with the Education and Training Foundation's (ETF) qualification framework and maps directly to the Learning and Skills Teacher occupational standard (ST0149). It replaces the Diploma in Education and Training (DET) for all new programme starts from September 2024, in line with Department for Education requirements.

This qualification has been designed to have regard to the DfE Curriculum Content Guidance for Further Education Initial Teacher Education (2026), which is statutory under the Further Education (Initial Teacher Training) Regulations 2026. Centres delivering this qualification are required to consider that guidance when designing and delivering their ITE curriculum. The guidance is organised under five pillars: professional behaviours; evidence-informed practice; subject expertise and curriculum coherence; student progression and outcomes; and technical and vocational integration and relevance. OCN London will monitor updates to the guidance as required and communicate changes to approved centres via the EQA process.

This qualification is not appropriate for those who intend to teach in schools or in settings that primarily serve learners under 16.

At Level 5, candidates are expected to demonstrate critical evaluation, informed professional judgement and the consistent application of theory and research to their own practice. This expectation runs through every unit of this qualification.

The **OCNLR Level 5 Diploma in Teaching (Further Education and Skills)** qualification is regulated by Ofqual, the qualifications regulator for England, and is registered on the Regulated Qualifications Framework (RQF). It is not a licence to practise.

Qualification details

This Qualification is available at this level only. For lower level qualifications, please see the **OCNLR Level 3 Award and Level 4 Certificate in Education and Training**.

Level 5 Diploma in Teaching (Further Education and Skills)

- Qualification Number: 610/8213/2
- Qualification credit value: 120
- Operational start date: 01st November 2026
- Review date: 01st November 2029
- Total Qualification Time (TQT): 1200
- Guided Learning Hours (GLH): 430
- Assessment requirements: internally assessed, internally and externally moderated

Purpose of the qualification

The purpose of the **OCNLR Level 5 Diploma in Teaching (Further Education and Skills)** qualification is to prepare trainee teachers to:

- develop the knowledge, skills and professional behaviours required for effective teaching across the FES sector
- demonstrate occupational competence against the Learning and Skills Teacher occupational standard (ST0149)
- build subject-specialist expertise alongside confident professional knowledge of the wider sector
- engage critically with educational research and evidence, and apply that learning to their own practice through professional enquiry
- embed equality, diversity and inclusion (EDI) and sustainability as active, ongoing principles throughout their teaching

Who the qualification is for

The **OCNLR Level 5 Diploma in Teaching (Further Education and Skills)** qualification is suitable for candidates who:

- are not yet teaching but can meet all placement and assessed practice requirements
- are currently teaching – including those who have recently started – and can meet the placement and assessment requirements
- work as assessors or trainers and wish to gain a recognised full teaching qualification

The FES settings covered by this qualification include: further education colleges, adult and community learning, offender education, work-based learning and apprenticeship providers, third sector and voluntary organisations, ESOL and English language providers, the military and uniformed services, and independent training providers. This breadth reflects the full complexity of London's post-16 education landscape.

Entry guidance

This qualification is suitable for learners aged 19+.

Before registering a candidate, centres must confirm that the candidate:

- holds a minimum Level 2 qualification in both mathematics and English
- holds a qualification in the subject they intend to teach – ideally at least one level above the level at which they will teach
- where no formal qualification exists for a vocational area, can demonstrate occupational competence and recent experience
- is able to study at Level 5
- has secured, or can secure, access to the required placement hours across at least two FES settings

Centres must complete an initial assessment of each candidate before or at programme start to: confirm Level 5 suitability; establish starting points in literacy, numeracy and digital skills; identify support needs; and confirm subject specialism. All entry decisions must be documented and retained for quality assurance.

Dual Professionalism

A central principle of this qualification – and of FES teacher education more broadly – is dual professionalism. FES teachers carry two professional identities simultaneously: they are subject specialists or vocational experts in their own right, and they are also teachers. Neither identity is subordinate to the other. This qualification has been designed so that both develop in parallel and inform each other throughout. Unit 01 builds subject-specialist teaching knowledge; Units 02, 03 and 05 build pedagogic knowledge and skill; Unit 04 is where both come together in authentic practice. Optional units allow candidates to deepen whichever professional dimension is most relevant to their career.

The OCN London Model of Teacher Development

The diagram below shows how the five mandatory units of this qualification work together. The four knowledge units (01–03 and 05) build the understanding that candidates need to teach well. Unit 04 is the site where that understanding becomes competence – through sustained, observed, reflective practice. Optional units extend and deepen either dimension according to the candidate's context and ambitions.

The OCN London Model of Teacher Development				
U01 Teaching Your Subject	U02 Learners & Learning	U03 Teachers & Teaching	U05 Digital Pedagogies	U04 Professional Practice (Placement)
<i>Subject specialism & curriculum</i>	<i>Learner diversity & learning theory</i>	<i>Planning, pedagogy & assessment</i>	<i>Digital & online practice</i>	<i>Practice, reflection & occupational competence</i>
Dual Professionalism: subject expertise + teaching expertise, developed together throughout the programme				
Embedded throughout: EDI Sustainability English, Maths & Digital Safeguarding Urban & Community Context				

This qualification takes dual professionalism seriously throughout. Every unit connects subject knowledge to teaching knowledge. Candidates are expected to bring both identities to all of their evidence.

Progression and related qualifications

On completing this qualification, candidates may progress to:

- Qualified Teacher Learning and Skills (QTLS) status through the Society for Education and Training (SET)
- Advanced Teacher Status (ATS)
- Postgraduate study in education (MA, M.Ed or equivalent)
- Roles as advanced practitioners, curriculum leads, teacher educators, or internal quality assurers
- Higher-level professional enquiry and evidence-informed practice

Centre Requirements

Approval

Centres must hold current OCN London approval. All staff must read this specification before designing their programme. Centres must also comply with DfE requirements for registration of ITE providers, effective from 2026: gov.uk/government/publications/further-education-initial-teacher-education.

Centres delivering this qualification as a specified FE ITE course must comply with the Further Education (Initial Teacher Training) Regulations 2026 and must have regard to the DfE Curriculum Content Guidance for Further Education ITE (2026). Both documents are available at: gov.uk/government/publications/further-education-initial-teacher-education. The Secretary of State is required to publish an annual report on FE ITE; OCN London will notify centres of any relevant updates.

Staffing

All staff delivering, assessing, observing or quality-assuring this qualification must:

- hold a full teaching qualification at minimum Level 5 (Diploma in Teaching, CertEd, PGCE, or equivalent)
- have demonstrable and current experience of teaching and assessing in the Learning and Skills sector
- be active members of the programme team, attending standardisation meetings and contributing to IQA

Staff delivering Unit 05 must also demonstrate current personal digital competence and experience of online delivery. Staff delivering the optional unit Artificial Intelligence in FES Teaching and Learning must demonstrate current, practical experience of using AI tools in teaching and familiarity with current DfE and awarding organisation guidance on the use of AI. New team members without prior teacher education experience must be formally mentored by an experienced colleague; records must be retained.

Continuing Professional Development

Centres must actively support staff CPD to maintain currency across subject areas, FES developments, educational technology, assessment practice, and legislative changes. Evidence of staff CPD should be available for EQA inspection.

Resources

Centres must ensure candidates have access to: appropriate IT facilities; well-resourced teaching rooms for face-to-face and online delivery; a range of learner groups; and relevant professional publications and research materials.

Mandatory reading: ETF DiT Qualification Framework; DfE Expectations for the Delivery of ITE for FE; Ofsted FES Inspection Handbook.

Programme Length

Candidates should expect to be on programme for a minimum of 12 months. This is not a box-ticking requirement – it reflects the time genuinely needed to accumulate 250 placement hours, complete 10 observations, develop competence across five units, and build the reflective practice that the Oral Examination tests. Programmes substantially shorter than 12 months are unlikely to allow candidates to meet the occupational standard at the depth required. Centres should plan programme delivery accordingly and communicate realistic timelines to candidates at induction.

In-House Providers

Some candidates on this qualification will be employed by the same organisation that delivers the programme – for example, a college that trains its own newly appointed teachers. This is a recognised and valuable delivery model, but it creates specific quality assurance responsibilities that centres must address.

Where a centre acts as both the employer and the delivery provider for a candidate, the following additional requirements apply:

- the Subject Mentor and Pastoral Mentor must be independent of the candidate's line management – that is, neither mentor should be in a direct management relationship with the candidate
- the second assessor for the Oral Examination must be genuinely independent of the delivery team – an external colleague from another department, a partner organisation, or an OCN London-appointed assessor
- the centre's IQA must pay particular attention to the assessment of in-house candidates, and a higher sampling rate is recommended
- centres must be able to demonstrate to OCN London's EQA that assessment decisions for in-house candidates have not been influenced by employment relationships

OCN London recognises that in-house delivery is often the most effective route for newly appointed teachers, and these requirements are not intended to discourage it. They are intended to protect the integrity of the qualification and the candidate's achievement.

Placement and Mentoring

Placement Hours

All candidates must complete a minimum of 250 hours of placement experience in FES settings before certification. Both placements must be within further, higher or vocational education and training providers. Placements in schools or settings primarily serving learners under 16 are not appropriate.

The First Placement must include:

- a minimum of 150 hours of teaching practice
- of those 150 hours, at least 100 must be in the candidate's specialist subject area
- a minimum of 80 hours of face-to-face teaching
- a minimum of 20 hours of live, synchronous remote teaching

The Second Placement must:

- be a minimum of 20 hours
- take place at a different provider from the First Placement*
- the 20 hours need not include formal teaching – observation, planning, CPD and professional duties all count

* Where undertaking a placement at a different provider is not possible, both placement experiences can take place with the same provider, but must be genuinely different (different department, subject area or location).

Candidates must maintain a log of all 250 hours, recording dates, activities and standards evidenced.

Induction

At the start of each placement, candidates should complete a structured induction covering: policies, procedures and safeguarding; their roles and responsibilities; mentor contact details; and the schedule of teaching hours, observations and meetings.

Subject Mentor

Each candidate must be supported by a Subject Mentor at their First Placement who must: be a specialist actively teaching the candidate's subject; provide a minimum of 30 minutes of dedicated support per week; contribute to subject-specific assessment; and carry out up to two of the ten formal OTLs.

Pastoral Mentor

Each candidate must also have a Pastoral Mentor who must: provide general professional guidance and pastoral support; give a minimum of 30 minutes of dedicated support per candidate per week; and liaise with the centre on progress and concerns. One Pastoral Mentor

may support more than one candidate. Where placement capacity is limited, a centre staff member may fulfil this role.

Both mentors must be trained before supporting candidates. The DfE's free mentoring resources (Cognition Learning Group) are recommended. Candidates must keep written records of all mentor meetings.

Microteaching

Before placement, candidates should complete at least one microteach – a short (15–20 minute) supervised session with peers. It provides a low-stakes opportunity to develop teaching style and receive feedback. Both face-to-face and online microteach sessions are encouraged.

Pre-Service Candidates

Candidates without an existing teaching role should begin observing at their placement provider as early as possible. By programme end, all candidates – in-service or pre-service – must meet the same placement, teaching hour and observation requirements.

Structure of the qualification

Rules of combination for achievement

The **OCNLR Level 5 Diploma in Teaching (Further Education and Skills)** qualification comprises mandatory and optional units. Learners must achieve 120 credits in total.

- 90 credits must be taken from the mandatory units
- 30 credits from the optional units

Qualification units

Ofqual Unit Reference Number	OCNLR Unit Code	Unit Title	Level	Credit Value	GLH
Mandatory Units					
T/652/4215	GB2/5/LQ/001	Teaching Your Subject in the FES Sector	5	15	55
Y/652/4216	GB2/5/LQ/002	Learners, Learning and the FES Context	5	15	55
A/652/4217	GB2/5/LQ/003	Teachers and Teaching in the FES Sector	5	15	55
D/652/4218	GB2/5/LQ/004	Professional Practice	5	30	100
F/652/4219	GB2/5/LQ/005	Digital and Online Pedagogies	5	15	55
Optional Units					
K/652/4220	GB2/5/LQ/006	Assessing Occupational and Vocational Skills	5	15	55
L/652/4221	GB2/5/LQ/007	Behaviour Management in the FES Classroom	5	15	55
M/652/4222	GB2/5/LQ/008	Education for Sustainable Development in the FES Sector	5	15	55
R/652/4223	GB2/5/LQ/009	Inclusive Teaching and Learning	5	15	55
T/652/4224	GB2/5/LQ/010	Mentoring and Coaching in Education	5	15	55
Y/652/4225	GB2/5/LQ/011	Principles of Quality Assurance in Education and Training	5	15	55
A/652/4226	GB2/5/LQ/012	Professional Enquiry and Action Research	5	15	55
D/652/4227	GB2/5/LQ/013	Teaching in Diverse and Urban Contexts	5	15	55
F/652/4228	GB2/5/LQ/014	Teaching in Offender Learning Settings	5	15	55
H/652/4229	GB2/5/LQ/015	Artificial Intelligence in FES Teaching and Learning	5	15	55

Optional Units – Specialist Pathways

Learners must select and complete exactly two optional units (30 credits total). Optional units allow learners to develop specialist knowledge, deepen their professional capability, and tailor the programme to their teaching context and career ambitions. Evidence should be drawn from the learner's own teaching practice or placement where possible.

OCN London recommends the following unit combinations to support coherent specialist development. These are not prescriptive – centres may offer any combination of two optional units – but the pathways below reflect the particular strengths of this qualification and the needs of the FES sector.

Specialist Pathway	Recommended Units
Justice, Rehabilitation and Social Impact	Teaching in Offender Learning Settings + Inclusive Teaching and Learning
Inclusive Practice and Learner Support	Inclusive Teaching and Learning + Behaviour Management in the FES Classroom
Professional Enquiry and Evidence-Informed Practice	Professional Enquiry and Action Research + Education for Sustainable Development
Coaching, Mentoring and Advanced Practice	Mentoring and Coaching in Education + Professional Enquiry and Action Research
Vocational Assessment and Quality	Assessing Occupational and Vocational Skills + Principles of Quality Assurance
Leadership, Quality and Professional Development	Mentoring and Coaching in Education + Principles of Quality Assurance
Sustainability and Urban Practice	Education for Sustainable Development + Teaching in Diverse and Urban Contexts
Digital Innovation and AI	Artificial Intelligence in FES Teaching and Learning + Professional Enquiry and Action Research

Assessment

Overview

This qualification is internally assessed by centres and externally quality assured by OCN London. Assessment is continuous and culminates in the Oral Examination – a synoptic assessment drawing on learning from across all units. No final outcome may be confirmed until all units and the Oral Examination have been successfully completed. Assessment must comply with the ETF framework, DfE guidance effective 31 March 2025, and the DfE Curriculum Content Guidance for FE ITE (2026).

Portfolio of Evidence

Each candidate must compile a portfolio demonstrating achievement of all learning outcomes and assessment criteria across all units. The portfolio should be a coherent, developing account of professional competence – not a mechanical collection of tasks. Portfolios may be paper-based or electronic. All evidence must be attributable to the candidate; centres and candidates must sign authenticity declarations.

Evidence should be integrated and cross-referenced where appropriate, rather than duplicated across units.

Assessment Methods

Centres design their own tasks for all units except Unit 04, provided tasks: are clearly mapped to LOs and ACs; require engagement with the candidate's subject specialism and real examples; offer appropriate Level 5 depth and breadth; and include stretch and challenge.

Acceptable evidence includes: written assignments, case studies, research reports, professional discussions, witness testimony, candidate-produced resources, schemes of work, lesson plans, reflective accounts, and placement logs.

AI-generated content: candidates must not submit AI-generated work as their own. Where AI tools support drafting or research, this must be declared and the candidate must demonstrate critical engagement with and ownership of the submission. Assessors with concerns about authenticity must follow OCN London's malpractice procedures. Where a unit requires candidates to use AI tools as part of their practice (Artificial Intelligence in FES Teaching and Learning, LO5), AI-generated material submitted as evidence must be clearly identified as such and accompanied by the candidate's own annotation and evaluation.

Devising assessments

Each unit has a supplementary page with information on the types of assessment activities that can (Optional/O) and/or must (Prescribed/P) be used. Tutor/assessors must always refer to this page before devising assessment tasks. Centres design their own tasks for all units except Unit 04, provided tasks:

- are clearly mapped to learning outcomes and assessment criteria
- require engagement with the candidate's subject specialism and real examples

- offer appropriate Level 5 depth and breadth and include stretch and challenge

Acceptable evidence includes: written assignments, case studies, research reports, professional discussions, witness testimony, candidate-produced resources, schemes of work, lesson plans, reflective accounts, and placement logs.

Centre-devised assessments should be scrutinised by the Internal Moderator before use to ensure they are fit for purpose, and will be scrutinised by the External Quality Assurer to ensure reliability and validity.

Marking assessment activities

Each activity must be marked against the identified assessment criteria in the unit and judged to be either achieved or not achieved.

Assessors need to ensure that the work in a learner's portfolio is:

- Authentic – it is the result of the learner's own performance or activity;
- Sufficient – enabling the assessor to make a consistent and reliable judgement;
- Adequate – appropriate to the level.

Where a series of activities are set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all activities. All of the assessment criteria in a unit must be met before the unit is deemed achieved.

The unit achievement is not graded. Units are either achieved or not achieved.

Unit 04: Professional Practice – Specific Requirements

Unit 04 is competency-based and must be assessed through direct placement activity.

Simulation is not acceptable. The Unit 04 portfolio must include as a minimum:

- a placement log confirming all required hours have been met
- written records of all ten Observations of Teaching and Learning (OTLs)
- schemes of work and lesson plans with evidence of adaptation in response to learner needs
- assessment evidence (diagnostic, formative and summative) including learner feedback records
- a cross-reference matrix, countersigned by a centre assessor, mapping evidence to occupational standard KSBs
- a sustained reflective diary maintained throughout the programme
- records of the Oral Examination and the final outcome decision

The placement hour requirements apply in full: minimum 80 hours face-to-face teaching, minimum 20 hours live synchronous remote teaching. Pro-forma templates are provided in the OCN London Candidate Pack.

Observations of Teaching and Learning (OTLs)

Each candidate must complete ten formal OTLs as part of Unit 04. Each OTL must: be at least 45 minutes; be conducted by a centre assessor or Subject Mentor.

Format requirements:

- the majority of OTLs must involve the candidate teaching a group of 10 or more learners*
- a maximum of 2 OTLs may be of live synchronous remote delivery, with the observer joining remotely
- one additional OTL may be observed remotely (observer not in the same room) provided immediate feedback and discussion follow
- all other OTLs must have the observer physically present
- OTLs may not use a recording of the candidate's teaching

Early OTLs should be primarily developmental. Later OTLs should confirm the candidate is meeting the occupational standards. The full range of relevant KSBs must be evidenced across all 10 OTLs. The observer must complete OCN London's OTL Record form for each observation; this forms part of the portfolio.

** In settings where group sizes of 10 are not operationally possible, centres must document the contextual reasons and ensure OTL evidence demonstrates the candidate teaching the full range of learners in that setting.*

Oral Examination

The Oral Examination is a synoptic, 30-minute professional discussion drawing on the candidate's evidence and learning from across all units. It takes place once all unit assignments and the professional practice portfolio have been confirmed as meeting the required standard.

The Oral Examination must be conducted by two qualified FES teachers: one must be the centre assessor; the other must be a qualified teacher from the candidate's First Placement. They share questioning, review the portfolio together, and jointly agree the final outcome. OCN London recommends digital recording and time-stamping for quality assurance purposes.

What 'Good' Looks Like in the Oral Examination

The Oral Examination is a professional conversation, not an interrogation. Both examiners should aim to draw out the candidate's thinking rather than catch them out. The following guidance describes what a strong performance looks like.

A strong Oral Examination performance...	A performance that does not yet meet the standard...
Draws confidently on specific examples from placement, connecting theory to practice	Offers only general or abstract responses not rooted in real experience
Shows genuine critical reflection – can identify what went well, what did not, and why	Describes what happened but does not evaluate or reflect critically on it
Demonstrates awareness of the occupational standards and can map own practice to them	Shows limited awareness of the occupational standard or cannot relate it to own practice
Articulates professional values clearly – on inclusion, safeguarding, EDI, sustainability	Lacks fluency on professional responsibilities or offers rehearsed rather than genuine responses
Engages with challenge and probing questions thoughtfully, revising or defending their position	Becomes uncertain or contradicts earlier statements when challenged
Can discuss their dual professional identity – as a subject expert and as a teacher – with confidence	Discusses only one professional identity or cannot articulate the relationship between the two

Where the two examiners disagree on the outcome, they must discuss and reach a consensus before the result is recorded. If consensus cannot be reached, the centre must contact OCN London for guidance before any result is communicated to the candidate. Results must not be communicated informally during the session – candidates should be informed of the outcome in writing within five working days.

Malpractice, Plagiarism and Academic Integrity

OCN London takes malpractice seriously. All candidates must submit authentic work that is genuinely their own. The following constitute malpractice and will be investigated under OCN London's Malpractice Policy:

- plagiarism: presenting another person's work, published text, or online content as one's own without attribution
- collusion: working with another candidate to produce shared work that is submitted as individual evidence
- fabrication: inventing placement experiences, learner interactions, observation records, or mentor feedback
- contract cheating: submitting work produced by a third party, whether human or AI-generated, without declaration

- misrepresentation: falsely claiming to have completed placement hours, observations, or other programme requirements

The AI integrity clause in the Assessment Methods section above sets out the specific position on AI-generated content. This sits within this broader malpractice framework.

Where malpractice is suspected, centres must: suspend assessment of the relevant work; document the concern in detail; and contact OCN London's quality assurance team before taking any further action. OCN London's Malpractice Policy sets out the full investigation procedure and the range of sanctions available, up to and including withdrawal of the qualification.

Assessors must check the authenticity of all submitted work, including using plagiarism detection tools where appropriate. The candidate authenticity declaration on each submission is a formal statement – providing a false declaration is itself a form of malpractice.

Resubmission Policy

Candidates who do not meet the required standard on any unit assignment or portfolio element may resubmit once within their registration period, subject to the following conditions:

- the resubmission must address the specific areas of weakness identified in the assessor's feedback – it is not an opportunity to rewrite the whole submission from scratch
- the same assessor who marked the original submission should, where possible, assess the resubmission
- resubmissions must be completed within the candidate's registration period; extension requests must be submitted to OCN London in advance
- a candidate may not resubmit the Oral Examination as a standalone element – if the Oral Examination is not passed, the candidate must complete a further minimum period of six weeks of supervised professional practice; the candidate's mentor or subject specialist must confirm in writing that the candidate is ready to proceed before a new Oral Examination can be arranged

Additional EQA visits required as a result of resubmission activity may be subject to a charge. Where a candidate fails to achieve the qualification within their registration period, centres must contact OCN London to discuss options, which may include re-registration.

Grading and Outcomes

This qualification is graded Achieved or Not Yet Achieved. The outcome is a holistic professional judgement made once all units and the Oral Examination have been completed successfully. The final outcome must not be confirmed until the Oral Examination has taken place and both examiners have agreed the result. The outcome must be recorded on OCN London's Record of Achievement form and submitted to OCN London for certification.

Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards in relation to assessment. It:

- compares assessment judgements from different tutor/assessors;
- promotes consistent judgements by different tutor/assessors;
- identifies good practice in assessment;
- promotes the sharing of good practice in assessment between centre staff.

Standardisation events should be held periodically within centres to ensure consistent and effective assessment practice. Standardisation events may also be held by OCN London and it is a requirement that each Centre offering units from this qualification must contribute assessment materials and learners' evidence for standardisation, if requested.

OCN London will notify Centres of the required sample for standardisation purposes and assessment materials, learners' evidence and tutor feedback may be collected by External Moderators.

Learners with particular requirements

If learners have particular requirements the Centre should refer to the 'Access to Fair Assessment Policy and Procedure' which can be found on our website at: [Access to Fair Assessment Policy and Procedure](#) and gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty, without compromising the achievement of the assessment criteria.

Requirements for tutor/assessors

Qualification Requirements

Assessors of this qualification must hold, as a minimum, a full teaching qualification at Level 5 (Diploma in Teaching, CertEd, PGCE, or equivalent) and have demonstrable and current experience of teaching and assessing in the Learning and Skills sector. Contact OCN London for decisions on particular qualifications if in doubt.

To Be Sufficiently Competent

In addition to being qualified to make assessment decisions, each assessor must be capable of carrying out the full requirements within the competency of the units they are assessing. This competence should be maintained annually through clearly demonstrable continuing learning and professional development. Expert witnesses can be used where they have suitable expertise for specialist areas; their use should be determined and agreed by the assessor.

To Be Sufficiently Knowledgeable

Each assessor should possess relevant knowledge and understanding of the subject and so be able to make robust and reliable assessment decisions. Assessors of Unit 04 must be familiar

with the Learning and Skills Teacher occupational standard (ST0149) and the Oral Examination process.

Quality Assurance

Internal Quality Assurance

Centres are responsible for IQA of all assessment decisions. The IQA must: hold a Level 5 teaching qualification; have experience of delivering, assessing and quality-assuring teacher education; hold or be working towards a recognised IQA qualification; and have no direct line management over assessors whose work they sample (where avoidable).

IQA activity must include: sampling across units and assessors; pre-assessment standardisation; candidate record checks; and regular team meetings. All IQA activity must be documented.

External Quality Assurance

OCN London's EQAs confirm standards within approved centres through sampling visits, portfolio review, standardisation observation and written feedback. Where concerns arise, OCN London may impose conditions or suspend certification. See the OCN London Centre Handbook for full detail.

Certification

Candidates who achieve all requirements receive a unit certificate and a full qualification certificate: OCN London Level 5 Diploma in Teaching (Further Education and Skills). Unit certificates are available for partial achievement. Refer to OCN London's fees schedule for certification costs.

Recognition of Prior Learning (RPL)

RPL may not be used to claim exemption from mandatory units on the basis of a previous Level 5 teaching qualification. Centres wishing to apply RPL in other circumstances must contact OCN London before any assessment is undertaken.

Candidates with substantial prior teaching experience are encouraged to discuss their starting points with the centre at induction – the programme can be structured to recognise and build on existing competence, even where formal RPL does not apply.

Assessment Vocabulary and Useful References

The ETF Professional Standards

The ETF Professional Standards for Teachers and Trainers (2022) provide a national reference point for professional development in FES. They consist of 20 statements across three domains of practice:

- Professional Values and Attributes (7 standards) – developing your own judgement of what works and does not work in your teaching and training
- Professional Knowledge and Understanding (5 standards) – developing deep and critically informed knowledge and understanding in theory and practice, including subject specialism, educational research, special educational needs and professional responsibilities
- Professional Skills (8 standards) – developing expertise in planning, motivation, coaching, assessment and supporting learner progression

Centres are expected to make candidates aware of the Professional Standards and to support them to self-evaluate against them. Available at: etfoundation.co.uk/professional-standards/teachers/

Assessment Vocabulary

The following definitions clarify what is expected for each assessment verb used in this qualification.

Verb	Expected response at Level 5
Analyse	Break the topic into component parts. Examine each in depth, showing how elements relate to each other and to practice. Reference to theory or research should support the analysis.
Critically analyse	As for 'analyse', but also examine counter-arguments and limitations to produce a balanced, reasoned judgement.
Evaluate	Examine strengths and weaknesses, weigh evidence from different perspectives, and reach a reasoned conclusion. Apply theory or research where relevant.
Critically evaluate	As for 'evaluate', but engage with the validity of opposing positions to produce a well-evidenced, persuasive conclusion.
Examine	Investigate in depth, looking at all aspects of a topic and their significance for practice.
Describe	Provide accurate, structured and detailed information on the topic.
Explain	Give reasons for how or why something is as it is. Demonstrate understanding of underpinning concepts. Use examples to support reasoning.
Identify	Clearly name or select the relevant features, items or factors.

Justify	Provide a thorough, evidence-based account of why a decision or course of action is appropriate.
Summarise	Select and present the most important points concisely and clearly.
Review	Revisit and judge the quality or effectiveness of something in the light of evidence.
Reflect on	Draw on professional experience and consider its implications for understanding and future practice.
Demonstrate	Show competence through practical action with clear evidence.
Produce	Create a tangible output – a document, resource, plan or report – that meets specified requirements.
Discuss	Explore a topic systematically, considering different aspects, perspectives or arguments.
Formulate	Express ideas, plans or criteria in a precise, logical and reasoned way.

Key References and Websites

- DfE Curriculum Content Guidance for FE ITE (2026) – statutory under the Further Education (Initial Teacher Training) Regulations 2026: gov.uk/government/publications/further-education-initial-teacher-education
- DfE Generative AI: Product Safety Standards: gov.uk/government/publications/generative-ai-product-safety-expectations
- DfE Generative Artificial Intelligence (AI) in Education: gov.uk/government/publications/generative-artificial-intelligence-in-education
- DfE ITE Expectations for FE: gov.uk/government/publications/further-education-initial-teacher-education/expectations-for-the-delivery-of-initial-teacher-education-for-fe
- DfE ITE Provider Registration (2026 onwards): gov.uk/government/publications/further-education-initial-teacher-education
- DfE Mentor Training (Cognition Learning Group): cognitionmentoringprogrammes.com
- ETF DiT Qualification Framework: gov.uk/government/publications/further-education-initial-teacher-education
- ETF Professional Standards for Teachers and Trainers (2022, 20 statements across 3 domains): etfoundation.co.uk/professional-standards/teachers/
- Further Education (Initial Teacher Training) Regulations 2026: legislation.gov.uk/uksi/2026/382/contents/made
- JCQ – AI Use in Assessments: Your Role in Protecting the Integrity of Qualifications: jcq.org.uk/exams-office/malpractice/artificial-intelligence
- Jisc – digital resources for FE: jisc.ac.uk
- Learning and Skills Teacher Occupational Standard (ST0149): skillsengland.education.gov.uk/apprenticeships/st0149-v1-4
- Ofsted FES Inspection Handbook: gov.uk/ofsted

- Society for Education and Training / QTLS: set.et-foundation.co.uk



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