

Programme Specification for Certificate and Diploma in Education and Training

**This document applies to students who commence the programme in or after
September 2017**

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| 1. | Awarding institution/body | University of Worcester |
| 2. | Teaching institution | University of Worcester Halesowen College |
| 3. | Programme accredited by | N/A |
| 4. | Final award | Diploma in Education and Training |
| 5. | Programme title | Lifelong Learning Qualifications for Teachers (Initial Teacher Training) |
| 6. | Pathways available | N/A |
| 7. | Mode and/or site of delivery | University of Worcester Halesowen College Taught part-time, one day per week in total, at University or partner College Taught full-time, two days per week at partner College |
| 8. | Mode of attendance | Two years part-time for the part-time DET including CET (Certificate in Education and Training or first year of DET) One year full-time for the Fast-track DET |
| 9. | UCAS Code | N/A |
| 10. | Subject Benchmark statement and/or professional body statement | Subject Benchmark Statement: Education Studies Professional Standards for teachers, tutors and trainers in Education and Training (ETF, 2014) Teaching and Training Qualifications for the Further Education and Skills Sector in England – Guidance for initial teacher education providers (LSIS, 2013) |
| 11. | Date of Programme Specification preparation/ revision | July 2015 - Approved Audit and Review Committee May 2016 (removal of Bournville College due to the end of the partnership) August 2017 - AQU amendments March 2018 – amendments in light of a review of approved variations to regulations. |

12. Educational aims of the programme

The development of the Diploma in Education and Training (DET) reflects a commitment to enhancing professionalism in the post-compulsory sector. This Initial Teacher Education

course has been developed from the Diploma for Teaching in the Lifelong Learning Sector (DTLLS) which was a compulsory qualification from 2007-2012, for the full teaching role and had, nested within it, a Certificate for Teaching in the Lifelong Learning Sector (CTLLS), as well as a Prepare to Teach in the Lifelong Learning Sector (PTLLS) for those who did not have full teaching roles in post-compulsory education. The DTLLS had replaced existing courses (such as the Certificate in Education; or CertEd) which the sector relied on to give its teachers a grounding in the nature of the profession, pre-2007.

The Diploma in Education and Training was developed partly from the existing DTLLS, and partly from the national guidance from the Learning and Skills Improvement Service (LSIS) published in March 2013. The Department for Business, Innovation and Skills tasked LSIS in 2012 to help develop new courses which responded to the needs in today's tertiary sector. Their New Challenges, New Chances report of November 2012 set out the agenda and rationale of the course. The rationale is partly governed by the Work-based Learning Workforce Survey which determined that there was a need for a trained vocational workforce. The DET therefore puts a focus on meeting the needs of the trainee, in a full teaching role (DET), with personalised learning according to their specialist subject.

The course will benefit those who are in employment. It requires trainees to have 100 hours of teaching over the two year duration of the course but this can be on a voluntary basis. Thirty hours of teaching must be evidenced in the first year of the course. Trainees will need to successfully pass the teaching practice linked to these hours.

The principles of practice are underpinned by reference to theory and the linking of the two is critical to success on the course. The course encourages trainees to achieve through activities which are directly related to their own teaching context. Trainees are assessed through a variety of assessment tasks which evidence teaching practice with reflective commentary which places this evidence into a theoretical framework. It is also a requirement that all trainees pass the practical teaching elements of the course. Participants will be observed teaching eight times over the duration of the DET. This will be four times by a Subject Specialist mentor and four times by a course tutor.

The course aims to produce high quality professionals, excellent practitioners in their subject specialism, who can demonstrate effective key skills in language, literacy, numeracy, and information and communications technology. Trainees should also have a very clear grasp of the Education and Training Foundation (ETF) professional standards expected of them post qualification and will be able to achieve these through effective teaching and good professional practice developed during their programme. Greater awareness of the changing contexts of education and knowledge of relevant theoretical perspectives and principles should ensure that trainees are equipped with qualities that will enable their continuing professional development during their career.

The overall aims of the programme are to facilitate:

- Understanding of roles, responsibilities and professional relationships in Education and Training including legislation and codes of practice
- Subject-specific expertise
- Understanding of the nature of learning.

- Knowledge of planning of schemes of work, lesson plans and Individual Learning Plans including how to embed English, maths and ICT skills development in teaching
- Understanding of how to provide an inclusive learning environment and promote equality and diversity
- Behaviour management strategies in the classroom
- Skilled communication with all education stakeholders
- Identification, discrimination and preparation of learning resources including ICT
- Understanding of assessment methods including the design of assignments and monitoring of attainment and progress
- Understanding and evaluation of curricula
- Subject-specific expertise including expression of pedagogy
- Knowledge of planning of schemes of work, lesson plans and Individual Learning Plans including how to integrate key skills
- Provide an inclusive learning environment and promote equality and diversity
- Skilled classroom practice including adaptability and risk-taking
- Critically reflective practice
- Understanding of the nature of professionalism including knowledge of contemporary issues, quality assurance and the context of practice
- Skilled application of personal skills in maths, English and ICT use
- Ability to carry out and review research

13. Intended learning outcomes and learning, teaching and assessment methods

The DET has been designed for in-service teachers and trainers in the post-compulsory sector and for those who wish to undertake voluntary work in order to achieve teaching or training career goals in the sector. The course has therefore been created for initial teacher education (ITE) in the post-compulsory sector.

The DET has been specifically designed to equip students with the knowledge and tools to be effective classroom practitioners and to further develop teachers in the post-compulsory sector. It is designed for those who wish to examine the nature of the sector, to research into ways it can be improved and to examine issues of professionalism and leadership.

The learning outcomes of the DET course are detailed below. They have resulted from a consultation process with stakeholders in the course including the Learning and Skills Improvement Service (LSIS) who were actioned by the Department for Business and Skills to update the content for an existing ITE qualification (DTLLS) for the post-compulsory sector. Owing to the government-endorsed nature of LSIS and in order to comply with the national agenda for teaching and training in the post-compulsory sector this University of Worcester course has been designed to embed LSIS content and has also been given the same title. The term DET is a nationally recognised acronym for ITE in the sector.

The content proscribed by LSIS has therefore been integrated into the DET. The DET course learning outcomes are detailed below and can be similarly mapped to LSIS requirements. The course is in line with the given 120 credit programme.

LEARNING OUTCOMES FOR Level 4 modules

The grid below shows how the learning outcomes can be evidenced in each taught module at level 4:

| LEARNING AND TEACHING THEORY |
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| On successful completion of the module, trainees will be able to: |
| 1. Demonstrate understanding of behaviour management and ability to implement a purposeful learning environment |
| 2. Use initial and diagnostic assessment to agree individual learning goals |
| 3. Implement and assess a variety of teaching styles and methods |
| 4. Analyse the nature of learning |
| 5. Demonstrate understanding of the nature of professionalism |

| THE TEACHER AS SUBJECT SPECIALIST |
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| On successful completion of the module, trainees will be able to: |
| 1. Communicate effectively with learners and other learning professionals, including showing an ability to effectively engage in a community of practice |
| 2. Use technology to enhance teaching and learning |
| 3. Demonstrate how to create and use assessment in relation to internal and external requirements |

| THE INCLUSIVE TEACHER |
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| On successful completion of the module, trainees will be able to: |
| 1. Evaluate own practice of the planning, resourcing and delivery of an inclusive teaching and learning environment |
| 2. Demonstrate how to effectively promote learning and progression in teaching and learning |
| 3. Implement embedding of language, literacy and maths development in planning, teaching and assessment |
| 4. Demonstrate use of methods of assessment which meet the needs of individual learners. |

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LEARNING OUTCOMES FOR Level 5 modules

The grid below shows how the learning outcomes can be evidenced in each taught module at level 5

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| THE TEACHER AS CURRICULUM DESIGNER |
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| On successful completion of the module, trainees will be able to: |
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| 1. Adapt and evaluate an effective scheme of work |
| 2. Discuss the nature of diversity and opportunities to promote equality within practice |
| 3. Analyse use of learning resources including ICT in relation to learning theory |
| 4. Evaluate the wider context and curriculum in which schemes of work and delivery are based. |

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| THE TEACHER AS RESEARCHER |
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| On successful completion of the module, trainees will be able to: |
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| 1. Devise a high level research question which can answer a relevant educational issue encountered in a given professional context |
| 2. Design an action research project that takes into account ethical issues, methodology and methods for the collection and analysis of future data |
| 3. Justify the methods used and the need to improve professional practice from research |

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| THE PROFESSIONAL TEACHER |
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| On successful completion of the module, trainees will be able to: |
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| 1. Collaborate effectively with all stakeholders in the education process |
| 2. Demonstrate skilled teaching practice including risk-taking, effective communication and challenge and support for all learners |
| 3. Evaluate pedagogy and practice and be willing to adapt to develop professionally |

The delivery will follow a modular programme and be taught in the following order: Learning and Teaching Theory, The Teacher as Subject Specialist and The Inclusive Teacher, for the CET (exit at CET is applicable only to the part-time route), and, additionally for the DET, The Teacher as Curriculum Designer, The Teacher as Researcher and the Professional Teacher.

Each module will require 200 hours of whole learning time per term. In addition teaching practice hours are also set at 30 hours for the CET and 100 hours for the DET. The teaching sessions will be delivered over an afternoon and evening session on one day and over two days per week for the Fast-track DET. The teaching will be done by qualified and experienced, University and College lecturers.

Below is a table illustrating the whole learning time, mapped to credits associated with CET and DET, taking into account 10 hours of student learning per credit. The teaching practice requirement and its assessment, in terms of hours of mentor/tutor observations, is also indicated for each award. Teaching assessment hours are indicated in the teaching practice module specifications.

| Course | No of modules | Level | No of credits | Whole learning time (hrs) | Teaching practice (hrs) | Teaching assessment (hrs) |
|---------|---------------|---------|---------------|---------------------------|-------------------------|---------------------------|
| CET p/t | 4 | 4 | 60 | 600 | 30 | 4x1hr minimum |
| DET p/t | 8 | 4 and 5 | 120 | 1200 | 100 | 8x1hr minimum |
| DET f/t | 7 | 4 and 5 | 120 | 1200 | 100 | 8x1hr minimum |

Use of VLE and Libraries

Trainees will have access to the University's Blackboard VLE and all library resources. All trainees will also have access to the Student Online Learning Environment SOLE (a University of Worcester portal for accessing individual grades, feedback, announcements from Registry and various other links to key information for trainees), and use these pages for wider university information, as well as for assignment tracking sheets. All trainees will be given University cards which allow access to University Library services. They will also have full access to e-books and online journals and full borrowing rights to The Hive and to other universities through the SCONUL scheme.

14. Assessment Strategy

Assessment is through coursework, observations of teaching and the planning, evaluation and reflective activities evidenced in a variety of assessment tasks. Strategies are in keeping with the models of the professional as learner and the professional as practitioner researcher. Assessments are designed to ensure trainees have opportunities to develop a broad range of skills and qualities including intellectual enquiry, evaluation, planning, reflection, teaching and learning. Closely linked to this is a commitment to developing professional practice in the workplace. This is enabled through assignments which require thoughtful linkage between theory and practice.

The key features of the assessment strategy are that it:

- i. enables course participants to direct their own learning efficiently and effectively towards a given purpose;
- ii. is aware that course participants have unique goals and interests and recognises that these have implications for the teaching and learning process;
- iii. acknowledges that learning occurs in a particular social, cultural and political context and that this affects what is learned and the ways in which it is learned;
- iv. has a commitment to facilitate trainee learning through an individual trainee-centred approach as well as a group-centred approach with a strong commitment to group learning, group processes, and dissemination;
- v. includes specific learning outcomes that can be focused on priorities in the subject specialism, key teaching skills and on demonstrating competent personal skills in language, literacy, numeracy and ICT;
- vi. responds to the QAA priorities in terms of the development of research skills, critical analysis and evaluative approaches;
- vii. will be systematically monitored and reviewed in relation to its principles and procedures and its effectiveness as a formative and summative function.

This strategy is aligned to the University's assessment policy in which, "curriculum design at programme level needs to consider the learning, teaching and assessment diet holistically and how it articulates across the programme, both to enhance student engagement with learning throughout and to prepare students for assessment and learning at later stages of the programme." (Ideas on implementation of the University of Worcester Level 4 Assessment Principles) In order to facilitate the above strategy, trainees will submit a variety of assessment tasks for each of their modules with evidence from their practice, subject knowledge and personal professional development. They will include a critical commentary to show links between learning and practice, with evidence of academic referencing, using Harvard Referencing.

The assignment briefs are set in each module specification and in each module guide and are marked on a Pass/Fail basis. Module specifications are in the online general trainee handbook and module guides are distributed to trainees at the start of each module. The mark and feedback sheet includes the Learning Outcomes and marked assignments are mapped against them. All other handbooks are given at the beginning of the course, including the teaching practice and mentor handbooks, and, together with module guides, this allows the trainee to have an overview of how the learning outcomes may best match the modules and assignments. In addition, the general trainee handbook will be electronically available via Blackboard and via the University SOLE page.

Practical Assessment

In order to pass the CET and DET part-time year 1, four teaching observations must be completed as follows and submitted for the teaching practice module LLQT1901, together with a tripartite report between tutor, mentor and trainee, as well as a signed log of the required hours:

- A first observation within a maximum of 6 weeks from the start of the course is assessed by a course tutor and qualitatively graded. This will inform the starting points of trainees and inform progression and support.

- Two observations mid-year are carried out by a subject specialist mentor.
- The final observation is carried out by a course tutor.
- There will be a tripartite report at the end of the CET or DET year 1, to indicate the grade given to this module based on observations of teaching practice and other professional practice during the year. If the grade is Inadequate, the trainee has an extension of 6 months to re-sit this module. If the grade is 'Requires Improvement', the trainee progresses to the second year of the DET (or exits at CET if needed) with tutor supervision to help improve their grade in the second year.

In order to pass the DET part-time year 2, four teaching observations must be completed as follows and submitted for the teaching practice module LLQT2901, together with a tripartite final report and log of the minimum 100 hours:

- The first observation within a maximum of 6 weeks from the start of year 2 of the course is assessed by a course tutor.
- Two mid-year observations are carried out by the mentor.
- The final observation is carried out by a course tutor.
- There will be a tripartite report at the end of the DET year 2, to indicate the grade given to this module based on observations of teaching practice and other professional practice during the year. If, at this point, the grade is Requires Improvement or Inadequate, the trainee has an extension of 6 months to re-sit this module.

In order to pass the DET fast-track, the same approach is carried out as for the part-time iteration but all 8 observations take place in the one year and within one module of teaching practice. Module LLQT2902 must also contain evidence of the 8 observations, a report between mentor, tutor and trainee and the log of the minimum required 100 hours for the course.

The qualitative grades for the teaching practice will be articulated as 'Outstanding, Good, Requires improvement and Inadequate', for modules LLQT1901 and LLQT2901 (p/t DET) and LLQT2902 (f/t DET) and will be recorded at initial, interim and final points within the submitted tripartite report, based on a conversation between tutor, mentor and trainee.

For the rest of the modules, a Pass/Fail grade will be recorded.

Practice is embedded into the course in many other ways, as the means of assessment requires documents from the trainee's teaching experience and trainees are encouraged to observe and be observed beyond the four required observations for each year (or the 8 for the f/t DET) to develop their teaching effectively.

Trainees will submit University of Worcester teaching observation feedback sheets for this module which are collated together in what is called the Teaching Practice Book for allowing comparability and following up of actions recorded from the one observation to the other throughout the course.

15. Programme structures and requirements

| Certificate in Education and Training part-time: | | | | |
|---|-----------------------------------|----------------|---------------|-----------------------|
| Code | Title | Credits | Status | Pre-requisites |
| LLQT1412 | Learning and Teaching Theory | 20 | Mandatory | n/a |
| LLQT1413 | The teacher as Subject Specialist | 20 | Mandatory | n/a |
| LLQT1414 | The inclusive Teacher | 20 | Mandatory | n/a |
| LLQT1901 | Teaching Practice | 0 | Mandatory | n/a |

| Diploma in Education and Training part-time: Modules for CET above, plus 60 credits as follows: | | | | |
|--|------------------------------------|----------------|---------------|-----------------------|
| Code | Title | Credits | Status | Pre-requisites |
| LLQT2511 | The Teacher as Curriculum Designer | 20 | Mandatory | n/a |
| LLQT2512 | The Teacher as Researcher | 20 | Mandatory | n/a |
| LLQT2513 | The Professional Teacher | 20 | Mandatory | n/a |
| LLQT2901 | Teaching Practice | 0 | Mandatory | n/a |

For the fast-track iteration, there is only one teaching practice module for the year, LLQT2902, and therefore the DET fast-track has 7 modules throughout the year, with no exit at CET level. Those trainees who may not be in a position to cope with the fast-track iteration may be counselled to transfer to the part-time DET, if appropriate.

16. QAA and Professional Academic Standards and Quality

The qualification has also been developed in accordance with the [Framework for Higher Education Qualifications \[FHEQ\] in England, Wales and Northern Ireland \(2008\)](#); the [UK Quality Code for the assurance of academic quality and standards in higher education](#); the newly revised [2014 Professional Standards for Teachers and Trainers in Education and Training \(ETF, June 2014\)](#); and the [LSIS guidance for teaching qualifications \(CET and DET\) of March 2013](#).

The Certificate in Education and Training is located at level 4 of the FHEQ, and the Diploma in Education and Training is located at level 5 (based on 60 level 4 and 60 level 5 credits).

17. Support for students

Students are fully supported by administrators and the course teams in the colleges and at the university throughout their application and induction stages and during the course itself. They benefit from a course structure that focuses on their learning and professional development and which responds to individual needs. University and course induction are covered at the start of the course in September, whilst each module induction is embedded within the first day of delivery of each module. The teaching practice modules are delivered on a long-thin basis in order to provide

continuing support throughout the period of training and study. All students will receive ongoing support from their module/academic tutors and mentors.

Additionally, individual support is provided during the researching and writing up of assignments. An extensive range of study skills resources are available on the University's web site. Links to skills development resources that the University hosts will be incorporated within the assignment feedback sheet for those students who need further academic development, for example, use of Harvard Referencing.

In the workplace mentors are identified who provide valuable guidance in the subject specialism and wider professional and organisational roles. Mentors will observe trainees for developmental purposes as agreed and formally assess a minimum of two observations, using qualitative judgements. Students maintain a 'mentoring log' which provides evidence of mentoring experiences and developments. A mentor handbook is given out in September to all trainees to start the process of quality assuring and supporting their mentoring experience. Mentors are then invited to attend the University's bespoke LLQT mentor training and are subsequently supported in their own learning needs via a training needs analysis which they return to the course leader.

Links to Student services and to the DDS will be provided in the handbook, addressed during induction and are given below:

<http://www.worcester.ac.uk/student-services/index.htm>

<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

Mentors

On DET, trainees are considered to be in-service trainees who have undertaken to do the qualification with the help and support of a mentor, who is a specialist in their own subject or programme area, holds a teaching qualification and has a minimum of three years of experience teaching in the post-compulsory sector.

If a trainee is unable to have access to a subject specialist mentor, the University will try their utmost to help the trainee gain access to a subject specialist mentor. In some circumstances, this may be impossible to achieve and, therefore, a trainee may lose their place on the course as it is mandatory to be supported by a subject specialist whilst on-course. The subject specialist mentor will be someone with experience in the vocational or academic area of the trainee and will complete a minimum of four lesson observations over the duration of the course. This may also be done by virtual means e.g. through a videoed lesson. In cases when trainees decide to have two or more workplace mentors, they must ensure that a subject specialist mentor carries out the mandatory summative teaching observations on the Practice module so as to secure the quality of the overall summative grade given by the tutor. There will be training for all mentors throughout the year and access to online provision and resources to support mentors. In addition, a formal annual mentoring experience evaluation is carried out, via an online questionnaire sent to all mentors and their mentees. The results of this evaluation feed into the review and development process of the programmes.

18. Admissions

The DET is open to appropriately qualified (see below) applicants who carry a professional responsibility for teaching, tutoring, training or assessing in the post-compulsory sector. The University will seek evidence of personal professional experiences that provides an indication of ability to meet the demands of the programmes.

Applicants must have access to 100 hours of teaching (voluntary or paid) in the post-compulsory sector over the 2 years of the programme (30 hours minimum in year 1). In keeping with the University's policy on widening participation and diversity the programmes encourage and welcome the contribution of experienced learners and people from all social, economic and cultural backgrounds.

Entry requirements

To gain a place on the course the trainee must evidence the following:

- **Level 3 personal skills in their area of specialism:** Eligible qualifications include: HND/HNC; CGLI Advanced Craft Certificate; OCR Advanced Qualifications; NVQ/SVQ Level 3; A levels (GCE/VCE/Applied subjects); Edexcel/BTEC; Scottish Highers/Advanced Highers; Irish Leaving Certificate (Higher); QAA-recognised Access courses; European or International Baccalaureates; technical, commercial or other appropriate professional qualification. This will need to be produced at the interview stage.
- **Level 2 English and mathematics:** GCSE English Language and Mathematics at grade C or equivalent at Level 2 e.g. Key Skills. This will need to be produced at the interview stage.
- **DBS/CRB check:** Entry to the programme is conditional upon satisfactory Enhanced Disclosure and Barring Service (DBS)/Criminal Records Bureau clearance. This will need to be confirmed by a signed and dated employer contract sent to the course leader within four weeks maximum of being interviewed for a place on the course.
- **Access to a Subject Specialist mentor.** This will be confirmed by a signed and dated employer contract sent to the course leader within four weeks maximum of being interviewed for a place on the course.
- **Access to 100 teaching hours over the duration of the course are required.** To be confirmed within 4 weeks maximum of being interviewed for a place on the course via a signed and dated contract returned by the employer to the course leader.

Recognition of prior learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures and selection criteria

The University has the following arrangements for admitting candidates to the DET programme, so that all candidates invited for interview are treated with care and supported to make the right choices, whilst maintaining the highest quality standards for the course:

Initial contact is made with prospective students by phone or email, when questions are asked about their teaching hours and qualifications. This screening stage allows for candidates to be advised on what to do next and on whether they can be considered for an application to the course. Following this initial contact, an email with course information (dates, times and entry requirements) is sent along with an application form which applicants complete and return. Once the application form is received an interview date is offered. At the interview prospective students complete a writing task on role, responsibilities and professionalism in teaching. A self-assessment in terms of teaching practice is also started in order to identify the strengths and weaknesses that trainees may have at this stage. This is followed by a 1-1 interview in which a checklist of teaching responsibilities are discussed and entry requirements are checked, including the issue of an employer contract for confirmation of teaching hours, DBS status and access to a subject specialist mentor by the employer as well as evidence of qualifications. The interview ends with a decision to offer a place or not. Offers for a place maybe conditional if evidence of entry requirements is missing at interview and the trainee will be given 4 weeks maximum to produce the required evidence.

When the conditions for an offer of a place are not met, candidates may be directed towards other essential skills courses in order for them to prepare themselves fully for the teacher training qualification. Initial and diagnostic assessments, via the writing task, the self-assessment task and the oral interview questions may also be used to help determine skills in language, literacy, numeracy and ICT.

The selection process is rigorous and challenging and includes questions about the commitment to professional practice in the Lifelong Learning Sector. The interview selection criteria also relate to key areas such as: key skills, including the personal skills; personal and intellectual qualities; subject related skills; previous experience; attitude; values; and commitment to teaching.

Online registration for the course commences in September each year, whilst interview and selection processes from applications are likely to be occurring between June and July, and early September, each year. The University has a dedicated Registry Admissions Officer for this course who will liaise with the course leader for each iteration of the DET to ensure all registrations are up to date.

19. Methods for evaluating and improving the quality and standards of teaching and learning

Monitoring of provision will occur through the activities of the Partnership Advisory Group together with visits by the External Examiner as required. Module evaluations, as well as course management committees will also be used for evaluating the

programmes. For the DET iterations that are delivered in the partner colleges, a link tutor will also play a key role in supporting and assuring provision. Monitoring exists to ensure that programmes are being effectively run. The process is also intended to ensure that students are meeting the intended learning outcomes of modules at the appropriate level, and are experiencing high levels of satisfaction.

An annual evaluation report (AER), with a framework established in the University's Quality Assurance Handbook will be completed for each of the iterations of the course. This comments upon admissions, progressions, completions, attainment and general observations on the operation of the programme. It includes discussion of and action resulting from external examiners' recommendations, student feedback, link tutor reports and issues requiring identification from the previous year's monitoring cycle. The AER feeds into a Self-Assessment Document (SED) which is a key document annually updated for Ofsted purposes, along with an action plan. Reports are scrutinised and monitored through peer review and by the Institute's QA Committee

Trainee evaluation of modules

Module tutors seek informal and formal student feedback. Some changes can be effected immediately while others require validation over a longer term. Trainees are asked to complete an online questionnaire on content, method of delivery, administration, learning resources, support and domestic arrangements at the end of every module. These questionnaires form the basis of student evaluation. Tutors are required to complete a pro-forma summarising student feedback and stating what action they have taken. These are scrutinised within the Department and annually embedded within the AER.

Other monitoring methods

All course leaders report back regularly to the Partnership Advisory Group to address enhancement measures set out in the annual action plan, including the consistency and quality of grading and feedback to trainees, tutorials, and, any other issues that they may have come across through their own Internal Verification processes. Issues are discussed with actions for improvement agreed and minuted. A special template called the Course Leader Monitoring and Moderation form (CLM&M) is used for a key quality enhancement report that the university PCET co-ordinator writes following each of the 4 annual cross- moderation or standardisation events.

20. Regulation of assessment

Assessment within the course operates under the University's [Taught Courses Regulatory Framework](#).

Requirements to pass the taught modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The assignments are marked as pass or fail.
- Students are required to submit all items of assessment in order to pass a module.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Requirements to pass the teaching practice modules

- Modules LLQT1901, LLQT2901 and LLQT2902 are assessed using a variety of assessment activities which are detailed in the module specifications.
- Trainees are required to submit all items of assessment for the teaching practice modules.
- Teaching practice modules are graded as Outstanding, Good, Requires improvement, Requires improvement/Good or Inadequate, based on the tripartite meeting between mentor, tutor and trainee.
- Full details of the assessment requirements for the teaching practice modules are published in the Teaching Practice book and the module specifications.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Taught Courses Regulatory Framework](#).

Retrieval of failure

- Students are entitled to re-sit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at a pass.
- If a student is unsuccessful in the reassessment, they have the right to retake the module; the module grade for a re-taken module is capped at a pass.
- Reassessment takes place during the following semester if recommended at the Exam Board of February and during the summer reassessment period at the end of the academic year, if recommended at the Exam Board of July.
- In the case of teaching practice module LLQT1901, trainees who obtain a grade of 'Inadequate' at the end of the module will have the opportunity to be reassessed over a further 6 month period.
- In the case of teaching modules LLQT2901 and LLQT2902, trainees who obtain a grade of 'Requires Improvement' or 'Inadequate' at the end of the module will have the opportunity to be reassessed over a further six month period.
- There is only one re-assessment permitted for any teaching practice module.

Requirements for Progression

Trainees can progress to Year 2 of the part-time DET carrying up to a maximum of 1 failed module (20 credits).

20. Requirements for HE Awards

| Award | Requirement |
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| CET (Part-time) | Passed 60 credits (LLQT1412, 1413, 1414) and have successfully passed the teaching practice module LLQT1901 at a minimum grade of 'Requires Improvement', from 30 hours teaching practice over 1 year. |

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| DET (Part-time) | Passed 120 credits (LLQT1412, 1413, 1414 and 2511, 2512, 2513) and have successfully passed teaching practice module LLQT1901 at a minimum grade of 'Requires Improvement', and LLQT2901, at a minimum grade of 'Requires Improvement/Good', from 100 hours teaching practice over 2 years. |
| DET (Fast-track) | Passed 120 credits (LLQT 1412, 1413, 1414 and 2511, 2512, 2513) and have successfully passed teaching practice module LLQT2902 at a minimum grade of 'Requires Improvement/Good', from 100 hours teaching practice over 1 year. |

21. Indicators of quality and standards

The following measures will be used as indicators of quality and standard and reported in the annual SED:

- % students in employment/in graduate jobs/progressing to further study; % students completing course (currently 94% success rate and 100% in graduate-type employment; SED, 2013-2014)
- Staff achievements of note (e.g. REF, awards, publications) (PCET staff have been involved in five successful bids to external funding agencies between 2012 and 2013, including a development grant to produce an innovative DET course in 2013. They are also involved in conferences and journal publications. Course tutors have PhD and Masters qualifications in relevant subjects.
- Summary statements from external or periodic review and /or external examiners (there are many current positive comments from external examiners for the Partnership DET which the University coordinates. including 'the standards achieved are very high'; the Partnership Advisory Group was praised as 'A real community of practice'; the documentation and feedback of observations were both considered 'exemplary') In addition, Ofsted 2014 rated this partnership as Grade 2 with outstanding features.
- Summary statement of feedback from students (97% excellent satisfaction rate, 2013-2014 SED)
- Course Reps reports given at Course Committees (termly committees attended by Course Reps, course leader, module leaders, and link tutors for the college-based iterations of the DET)

22. Graduate destinations, employability and links with employers

Trainees who successfully complete DET are eligible to progress to the BA (Hons) Education Studies degree. Successful completion will give 60 credits at level 4 and a further 60 credits at level 5. Other modules from the BA in Education Studies can be added until the full 360 credits are achieved, There are two modules at level 5 (worth 30 credits) and two modules at level 6 (worth 30 credits) already validated for students who want to specialise in the post-compulsory sector for their degree – Equality and Diversity in Lifelong Learning and Adult learning.

In addition, those trainees who specialise in English/ESOL, will also be able to 'top-up' to the University Diploma in Teaching English (Literacy/ESOL) at level 5, worth an additional 60 credits. Those in the latter category would then subsequently only need to 'top-up' to the third year of the BA Education Studies, after having completed a DET and University Diploma in Teaching English. There are well established formal RPL procedures for the missing credits at level 4 which the course leader of the BA (Hons)

Education Studies leads on for each former DET trainee who wants to access the degree.

Student employability

The DET is an in-service qualification so trainees will be in employment whether voluntary or otherwise. As an in-service initial teacher education course, the DET provides continuous professional development and opportunities to expand teaching experiences and skills. Many partner DET trainees benefit from undertaking the course and gain promotions to course leader, main grade lectureships and management positions with established employers. Those trainees who are volunteers gain substantial paid contracts in the sector, including within our partner organisations and progress to positions of paid employment that will help them secure a future career for themselves in the sector. In addition, trainees can also progress onto further training and courses offered by the University of Worcester.

Links with employers

The course has been designed through a process of consultation with the following stakeholders: Education and Training Foundation, Ofsted, external expert advisors, Further Education Colleges, training providers and current DET trainees. The course is vocational and all trainees are employed by organisations in the Lifelong Learning Sector, be it voluntary or otherwise. There is therefore strong employer engagement in the course. Mentors from employers are used to oversee the progress of the trainees on the course. The employers are checked for their suitability to be places where training can occur, follows Health and Safety regulations, as well as for the provision of workplace and subject specialist mentoring support and for confirming the teaching hours and DBS clearance required on the course. Within no more than 6 weeks from when a trainee starts the course, course tutors visit the employers and carry out their first observation of teaching practice within the trainee's workplace.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.