

## Programme Specification for Diploma in Teaching (Further Education & Skills)

This document applies to Academic Year 2024/25 onwards

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	Halesowen College Birmingham Metropolitan College
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award or awards</b>	Diploma in Teaching (DiT)
5.	<b>Programme title</b>	Diploma in Teaching (Further Education & Skills) (DiT)
6.	<b>Pathways available</b>	N/A
7.	<b>Mode and/or site of delivery</b>	Standard taught programme delivered at a partner college (Halesowen College / Birmingham Metropolitan College)
8.	<b>Mode of attendance and duration</b>	Two years, part-time
9.	<b>UCAS Code</b>	N/A Applicants apply directly to University of Worcester (UW). There is a web link on each partner college website that directs applicants to the UW application portal.
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Education &amp; Training Foundation (ETF) DiT Qualification Framework</a>  Maps to <a href="#">Occupational Standard for the Learning and Skills Teacher</a>  <a href="#">Ofsted ITE Inspection Framework &amp; Handbook</a>  <a href="#">Expectations for the delivery of initial teacher education for FE</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	Approved June 2024

### 12. Educational aims of the programme

The Diploma in Teaching (Further Education and Skills) (hereafter DiT) is a nationally recognised qualification for teaching in the vast, vibrant, and diverse Further Education and Skills sector. The course will qualify you to teach post-14 learners in a range of educational contexts such as FE Colleges, Sixth Form Colleges, independent training providers (ITPs), Adult Community Learning (ACL) providers, or offender learning.

The DiT leads to a University of Worcester award but is taught at partner institutions. One module is taught by University of Worcester tutors, while the remainder of the DiT is taught by tutors from the partner colleges, who will have detailed first-hand knowledge of the respective local contexts, systems, and opportunities.

The DiT course will benefit those who are in employment or those who wish to obtain a teaching qualification before seeking employment. Over two years, alongside taught modules, 250 hours will be spent in placement, of which 150 must be spent teaching.

### Programme Aims

- inspire and nurture values centred on inclusive practice, high expectations and the promotion of safe and respectful learning environments.

- support the development of students who are highly skilled in the planning, implementation, assessment and evaluation of teaching and learning.
- promote the development of highly skilled, knowledgeable and inspirational subject specialists.
- develop confident, critical, and reflective practitioners.
- improve students' digital skills for teaching, learning, assessment, and wider roles.
- inspire students to be effective communicators who can work in a collegial manner.
- nurture evidence-informed practitioners who promote a love of learning.
- nurture socially, culturally, and globally aware teachers.
- develop resilient professionals who demonstrate high standards of personal conduct and understanding of relevant legislation and codes of practice.

### Programme Vision

The Institute of Education's REACH vision seeks to produce...

- **Resilient, supportive professionals** with strong values and high standards of personal conduct.
- **Effective communicators** who collaborate to support wider educational opportunities for all.
- **Ambitious participants** who are creative and informed intellectuals and promote a love of learning.
- **Confident and critically reflective practitioners** motivated to continually improve practice.
- **Highly skilled and inspirational subject/phase specialists** committed to ensuring the safety, well-being and educational progress of all learners.

### Programme Outcomes

Trainees will

- meet the [Level 5 National Occupational Standard for the Learning and Skills Teacher](#)
- meet the requirements of the [Initial teacher education \(ITE\) inspection framework](#)
- gain 120 credits at level 5.

All students who complete the programme successfully will be eligible to apply for [Qualified Teacher Learning and Skills](#) (QTLS) status with the Society of Education and Training. QTLS is recognised as equivalent to QTS and, therefore, provides eligibility to teach Post 14 learners in schools.

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

Knowledge and Understanding			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	NOS Duties
1	Demonstrate knowledge and critical understanding of diversity and inclusion, related curriculum approaches, and internal & external provision to support students.	DTFE2002, DTFE2004	5, 9
2	Discuss and evaluate the wider factors which impact on teachers and learners, such as welfare, wellbeing, behavioural traits and social, cultural and economic circumstances.	DTFE2002, DTFE2005	1, 5
3	Demonstrate knowledge and critical understanding of subject-specific pedagogy within the Further Education and Skills sector	DTFE2001, DTFE2004	3, 4
4	Demonstrate knowledge of legislation, ethics and standards.	DTFE2001, DTFE2002	7, 8
Cognitive and Intellectual skills			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	NOS Duties

<b>Knowledge and Understanding</b>			
5	Employ academic skills, including the ability to engage in and reflect upon practice, recognising the limits of their knowledge, and how this influences their analyses and interpretations.	DTFE2001, DTFE2005	4, 8
6	Employ collaborative and independent learning and research skills to analyse, evaluate and challenge contemporary research, policy and literature in the sector.	DTFE2005	6, 7, 8
7	Use relevant methods of enquiry to evaluate critically the appropriateness of different pedagogical approaches	DTFE2001, DTFE2005	3, 4
<b>Skills and capabilities related to employability</b>			
<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>	<b>NOS Duties</b>
8	Develop and implement an inclusive curriculum, in a collegiate manner, based upon skills learnt on the course.	DTFE2002 DTFE2003, DTFE2006	2, 5, 6
9	Develop existing skills, and acquire new competences that will enable them to demonstrate personal and professional responsibilities	DTFE2003, DTFE 2005 DTFE2006	3, 8
10	Plan, deliver and reflect on teaching practice with reference to sector expectations, standards and guidelines and propose solutions to problems arising from that reflection.	DTFE2003, DTFE2006	4, 7, 8
<b>Transferable/key skills</b>			
<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>	<b>NOS Duties</b>
11	Communicate information, ideas, arguments, analysis and feedback, effectively in a variety of forms to specialist and non-specialist stakeholders	DTFE2005	6
12	Demonstrate organisational and digital skills and qualities of adaptability, inclusiveness and empathy, for employment and progression to other qualifications.	DTFE2004 DTFE 2005	4, 8
13	Use digital skills across the range of activities and contexts of teachers' professional practice.	DTFE2003, DTFE2004	4

### Duties of the National Occupational Standard (NOS)

In the table below, the Knowledge, Skills, and Behaviours of the NOS have been mapped to the Occupation Duties, for reference.

For the full detail of KSBs please access the following link:

<https://www.instituteforapprenticeships.org/apprenticeship-standards/learning-and-skills-teacher-v1-2>

<b>Duty</b>	<b>Knowledge, Skills &amp; Behaviours (KSB)</b>
<b>Duty 1</b> Promote a passion for learning and set high expectations of all students and support their personal and skills development	K5 K9 S10
<b>Duty 2</b> Maintain a focus on outcomes, for all students, so that they recognise the value of their learning and the future opportunities available to them	K5 K6 K8 K9 S1 S3 S10 S11
<b>Duty 3</b> Demonstrate, maintain and evidence excellent pedagogy, subject, curriculum and industry knowledge and practice	K2 K5 K6 K9 K14 K15 K16 K19 K20 S2 S3 S4 S7 S9 S15 S25 B2 B3

<b>Duty 4</b> Plan, deliver and evaluate effective evidence-informed teaching using assessment, relevant systems and safe use of technology to support learning	K3 K5 K6 K7 K9 K17 K18 K20 S1 S3 S4 S7 S11 S15 S17 S18 S19 S20 S22 S25
<b>Duty 5</b> Work in a manner that values diversity, and actively promote equality of opportunity and inclusion by responding to the needs of all students	K4 K7 K10 K15 K16 S6 S8 S13 S18 S19 S22 B5
<b>Duty 6</b> Model professional relationships with students, colleagues and stakeholders that support the highest quality education and training	K11 K12 K15 K16 S14 S18 S19 S20 B4
<b>Duty 7</b> Work within professional boundaries, legal and ethical standards to set clear expectations for engaging in learning for all students	K10 S13 S17 S18 S19 S24
<b>Duty 8</b> Undertake relevant roles and duties and model sustainable practices, having regard to professional standards, demonstrating resilience and adaptability when dealing with challenge and change	K1 K2 K4 K19 S23 B1 B2 B3 B6
<b>Duty 9</b> Support students with their next steps for progression and learning by providing appropriate information, advice, and guidance	K7 K8 K13 S1 S5 S12 S14 S16 S21

### Learning, teaching, and assessment

This course takes a student-centred approach to learning, teaching, and assessment. Students are taught and assessed through a variety of methods that allow them to meet the learning outcomes above and those outcomes specific to each module. Trainees will meet the National Occupational Standard for the Learning and Skills Teacher (as outlined in the previous section)

Face to face teaching takes place weekly, and sessions are led by course tutors. These may take the form of lectures, workshops, seminars, practical sessions, microteaches, etc. Students may be asked to work individually, in pairs, or in groups. Split equally over two years, trainees will spend a minimum of 250 hours in work-based setting, which provides experiences on which they can draw to deepen their learning.

A range of assessments, both formative and summative will be used. These will include written reports, presentations, and professional discussions. Opportunities to develop and deploy a range of digital capabilities are inherent in the teaching, learning and assessment strategies of this course.

Blackboard Ultra, the University's VLE, will be used as a repository of learning materials from taught sessions, but also to host discussion boards, to link to wider reading and learning materials, and to submit assignment work (via Turnitin).

PebblePad, the University's e-portfolio, will be used to record evidence pertaining to the professional practice module. Mentors will be given access to the portfolio to record lesson observation feedback and to write professional reports.

### Teaching

Students are taught through a combination of lectures, workshops, seminars, practical sessions, microteaches, etc. Lectures and seminars are typically tutor-led and aim to introduce key concepts and ideas to students. These sessions are evidence-informed and underpinned by contemporary research. Workshops and practical sessions are focussed on providing students with the opportunity to construct their understanding in conversation with tutors and peers. There may be discussions, paired work, Q&A opportunities, etc. Microteaches are short, peer-facing teaching sessions in which students are given the opportunity for deliberate practice of practical strategies relevant to their teaching context.

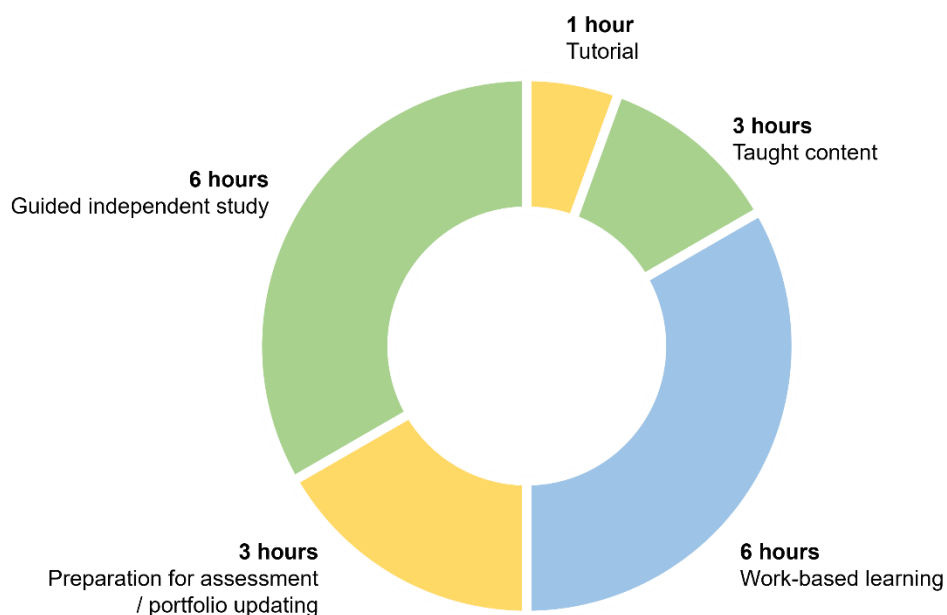
The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. Work-based learning is therefore a crucial aspect of the course, providing trainees with an opportunity to put into practice the concepts and ideas learned in taught sessions.

A mixture of independent study, teaching and academic support from Student Services and Library Services, and the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful. Meetings with Subject Mentors and Personal Academic Tutors are built-in to the course at regular intervals. These meetings give further opportunities to consolidate learned materials in the context of the student's subject specialism and placement. Subject Mentors have significant pedagogical content knowledge which will help students to contextualise the taught content for their practice. Subject Mentors (and PATs) will be kept up to date with taught course content via Mentor Bulletins which will be disseminated every few weeks throughout the course, and via regular Mentor Training drop ins.

For more on the support students will receive see section 17 below.

### Contact Time

In a typical week, students will have around 4 contact hours of teaching (tutorial & taught sessions), and 15 non-contact hours. The breakdown is as follows.



Trainees should spend at least one hour per fortnight in discussion with their Subject Mentor and should meet with their Personal Academic Tutor (PAT) at least once every ten weeks. A regular meeting slot should be timetabled by the placement provider, to ensure the trainee is receiving their entitlement to mentoring.

### Independent Self-study

In addition to the contact time, students will have around 15 hours of non-contact time (6 hours of guided independent study, 6 hours of work-based learning, and three hours of preparation for assessment or portfolio updating per week). Typically, this will involve reviewing taught materials, reading around the topics taught in class, updating subject specialist knowledge, engaging with mentors through regular meetings, and preparing for assessment.

Independent learning is supported by a range of excellent learning facilities, at the partner college. Partner-specific details of such facilities and provisions are available in the Course Handbook.

Trainees also have access to the University's facilities including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

## Teaching Staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes a Course Leader, with oversight of the course, and Course Tutors from the partner institution.

Teaching is informed by research and consultancy, and 3 lecturers on the course team have a higher education teaching qualification or are Fellows of the Higher Education Academy.

## Work-based Learning Requirements

Students will engage in work-based Professional Practice as part of their training programme, including teaching, planning, assessing, and other duties associated with teaching in the Further Education and Skills sector, such as shadowing, observing and 1-1 student support. The breakdown of expected hours is below:

250 hours in total:

- 150 hours (min) Teaching Practice, of which...
  - 100 hours (min) in specialist subject
  - 20 hours (min) online synchronous delivery
  - 20 hours (min) in second placement
- 100 hours additional duties
  - e.g. open events, planning and preparation, assessment marking, etc.

## The Second Placement

The second placement can be undertaken either at another provider, or at a different department in a large provider.

The guiding principle of the second placement is that it must be subject-relevant. This means that there should be a clear rationale, discussed with and agreed by the student's PAT, that links the benefits of the placement to the trainee's development of competence to teach their subject(s).

This may simply be a second placement in the same subject area in a different provider. It may also be a placement in an associated area, provided there is a clear rationale. For example, an engineering trainee may spend some time in a maths department focusing on good practice for teaching mathematical concepts.

## Mentoring

As part of the two Professional Practice modules, trainees will have a Subject Mentor a Personal Academic Tutor. The Subject Mentor will be based at the trainee's placement provider, and the Personal Academic Tutor will be based at the partner college where the course is delivered. (In many cases the Subject Mentor and the PAT will be staff members at the same provider).

The Subject Mentor is a staff member who will need to be someone with experience in the vocational or academic area of the trainee. The Subject Mentor will complete at least two formal lesson observations in each year of the course. Other observations may be conducted by members of a wider observation team at the placement college/institution, by a Course Tutor, or by a

University Tutor. All mentors must complete documentation provided for feedback on formal observations.

Subject Mentors will also contribute to the trainee's Professional Reports, of which there will be two per year. These reports enable the trainee to discuss their progress with experienced teaching staff at their placement. The portfolio is key to evidencing success on the practice element of the course and will inform the overall summative grade for the Professional Practice modules. Feedback and discussion following observations by tutors and mentors will provide opportunity for trainees to develop their subject specialist knowledge and teaching practice.

The Personal Academic Tutor will be a member of the Course Team (Course Leader or Course 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 distributed to all mentors and their mentees. The results of this evaluation feed into the review and development process of the programmes.

## Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessments, and for taught modules these are graded and contribute towards the overall module grade. Summative assessments in taught modules are graded against the University's [Level 5 Generic Grade Descriptors](#).

At the end of each academic year the Professional Portfolio is submitted as part of the summative assessment for that year's Professional Practice module. Professional Practice modules are graded by submission of the Professional Practice portfolio alongside a professional discussion (Year One) or a viva voce (Year Two). This will be conducted in person by the Module Leader and the Subject Mentor who will share the questioning and agree a result. The Professional Practice Modules are graded against the [Themes of the National Occupational Standard](#) at either Fail, Pass, or Distinction.

A typical formal assessment pattern for each year of the course is:

### Year 1

- 1 Microteach,
- 1 Lesson Plan and Commentary
- 2 Presentations
- 1 Written reflection
- 1 Discussion board
- 1 Podcast/blog/vlog
- 1 Action plan
- 2 Portfolio audits
- 1 completed portfolio with professional discussion and target setting.

### Year 2

- 2 Professional Discussion
- 2 Presentations
- 2 Written Reports
- 2 Portfolio audits
- 1 Demonstration
- 1 Action Plan

1 completed portfolio with viva voce and target setting.

#### 14. Assessment strategy

Assessment on the DiT strives for validity and authenticity through constructive alignment of assessment strategy and intended learning outcomes, as well as through the reflection on and assessment of work-based learning.

The range of assessment methods provides trainees an opportunity to develop wider skills and attributes during the two years of the course. These course-level outcomes (see section 13 above) are achieved alongside the achievement of each module's learning outcomes.

Each summative assessment is preceded by a formative assessment that is specifically designed to indicate to the course tutor and to the trainee the progress being made towards the summative assessment. Each assessment enables the trainee to demonstrate their learning against 2 or more of the learning outcomes for the module.

Each formative assessment will be assessed by the course tutor(s) and feedback given will feed-forward into the subsequent summative assessment. In some cases, peer feedback will also be provided.

Summative assessments on taught modules are graded as per the University's generic Level 5 grading criteria, but there will be guidance for all assessments provided to all trainees by the course tutor in the Module Outline as well as during taught sessions. Module outlines are available to students at the start of each module. Assessment details are also found in the course handbook, which is available to students on the VLE and SOLE. Professional Practice modules are graded Fail, Pass, or Distinction.

Module	Formative 1	Summative 1	Formative 2	Summative 2
<b>Year One</b>				
<b>DTFE2001</b>	Microteach	Lesson Plan & Commentary	Pedagogical Concept Presentation	Theory into Practice Reflection
<b>DTFE2002</b>	Discussion Board	Classroom Solution Presentation	Podcast / Blog / Vlog	Action Plan & Justification
<b>DTFE2003</b>	Portfolio Audit		Portfolio Audit	Portfolio, Professional Discussion & Target Setting
<b>Year Two</b>				
<b>DTFE2004</b>	Professional Discussion	Curriculum Evaluation Presentation	EdTech Demo	Ed Tech Report / Impact Review
<b>DTFE2005</b>	CPD Action Plan	Impact Report on Subject Specialist CPD	Peer Discussion	Poster Presentation
<b>DTFE2006</b>	Portfolio Audit		Portfolio Audit	Portfolio, Viva Voce & Target Setting



## 15. Programme structures and requirements

Module Code	Module Title	Credits (Number)	Status Mandatory (M) Optional (O)	Year of Study
DTFE 2001	Teaching my Subject (*taught by UW)	30	M	1
DTFE 2002	Teaching My Students	30	M	1
DTFE 2003	Professional Practice 1	0	M	1
DTFE 2004	Developing my Curriculum	30	M	2
DTFE 2005	Developing my Practice	30	M	2
DTFE 2006	Professional Practice 2	0	M	2

## 16. QAA and professional academic standards and quality

This award is located at Level 5 of the [OfS sector recognised standards](#) and enables trainees to meet the Level 5 [National Occupational Standard for the Learning and Skills Teacher](#) (2023).

The [Education and Training Foundation](#) is the workforce development body for the Further Education and Training sector and the DiT meets the criteria in the Education and Training Foundation's [Qualification Framework](#).

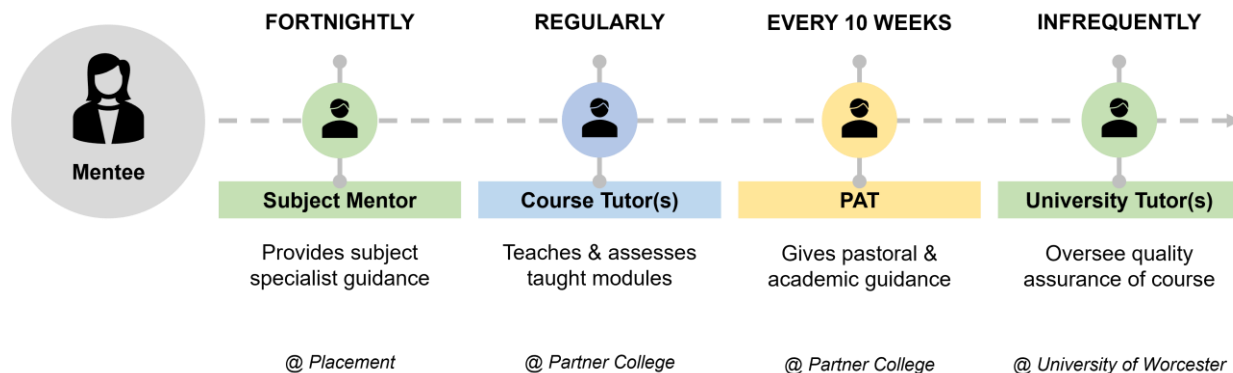
Intended Learning Outcomes (at course and module level) have been written with regard to the Level 5 descriptors in the [UK Quality Code for Higher Education](#) provided by FHEQ (2014).

The course operates within the [University's Fitness to Practice procedures](#). The principle of the Fitness to Practice procedures relates to the University's expectations of students' behaviour which should be appropriate to University regulations and procedures and the code of conduct (or equivalent) of the relevant professional or regulatory body.

Students will also be required to adhere to the professional conduct and standards outlined by the [Society for Education and Training \(SET\) Code of Practice](#). All DiT students can sign up for membership of SET for the duration of their course.

## 17. Support for students

Students receive support from the course team, the University, and their placement. At your placement, you will have two mentors: a Subject Mentor and a Personal Academic Tutor (PAT). Your mentors will be responsible for your teaching placement observations and will report on your progress to course tutors via the e-portfolio.



### Arrangements for Subject Mentoring

One hour per fortnight should be set aside for trainee meetings with the Subject Mentor, who will be an expert teacher in your subject area (This is flexible according to trainee need: for example, you may choose to have weekly sessions of half an hour). Subject Mentors will discuss with trainees how to apply the theoretical learning from taught sessions in your teaching practice.

As well as helping you to become a good teacher of your subject, your Subject Mentor can also help with day-to-day pastoral concerns or queries. However, for any more complex pastoral or academic guidance your PAT will be your main point of contact.

### Arrangements for Personal Academic Tutoring (PAT)

You will need to arrange tutorials with your Personal Academic Tutor (PAT) at least *once every 10 weeks*, and more often if necessary. Your PAT will be a more senior member of staff and will be based at Halesowen College. Your PAT will support you in your pastoral needs during the course and will liaise with course and University tutors. PAT Tutorials will also provide support with lesson preparation, assignment development and reflective writing.

When specific support needs are identified whether personal, academic, or practice-based, and/or students are at particular risk, a support plan will be devised in consultation with you to provide targeted support. Further details on the PAT system can be found [here](#).

Subject Mentor	ROLE	Personal Academic Tutor (PAT)
Based in Placement Not Line Manager		Based in Provider College Course Leader / Team Member
1 hour / fortnight	MEETINGS	1 meeting / 10 weeks
Subject Pedagogy	FOCUS	Pastoral and academic issues
Conducts Formal Observations Writes Professional Reports	RESPONSIBILITIES	Conducts Formal Observations Signs off Professional Reports

During the course induction period you will be given advice and guidance regarding student support available to you as a university student.

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 [Library Services](#) page. 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.

[Student Support](#) services are available to students along with the [Disability and Dyslexia Service](#).

## 18. Admissions

### Admissions policy

The DiT is open to appropriately qualified applicants (see Entry Requirements below) who have a professional responsibility for teaching. Initial advice and guidance will help determine if a trainee can be admitted depending on whether they have a teaching role that meets the requirements of the course.

Normally applicants should be in a teaching post and/or have access to the required number of teaching hours in a post-14 setting. In keeping with University's policy on widening participation and diversity the programme encourages and welcomes the contribution of experienced learners and people from all social, economic and cultural backgrounds.

### Entry requirements

<b>Level 3 Qualification (minimum) in the subject area the student wishes to teach:</b>
<p>Eligible Level 3 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.</p> <p>Please note: <a href="#">DfE Guidance</a> states that “there is a general expectation in the sector that a teacher should be qualified to at least one level above that at which they intend to teach. A reasonable expectation is that they hold the highest-level trade qualification available, unless they have particularly substantial professional experience”.</p> <p>Also, please note that those seeking to teach academic subjects will generally be expected to be qualified to degree level, although this is at the discretion of individual providers and employers.</p>
<b>Level 2 English and mathematics:</b>
<p>Eligible qualifications include GCSE English (Language or Literature) and Mathematics at grade C/4 or equivalent at Level 2, for example Functional Skills or University of Worcester's Equivalency test.</p>

### Disclosure and Barring Service (DBS) requirements

A satisfactory DBS is a prerequisite for the course. Students who are working as a “Paid” employee will have their DBS requirements carried out by their employer. The employer will store the information and provide the DiT Course Leader with the DBS number. The UW DiT Course Administrator will keep a central record of DBS check status, and numbers.

Students who are working as a “voluntary” employee will provide the necessary DBS information to the college/placement who will instigate the DBS check. Once the DBS check has been

approved, the college/placement will forward the DBS number to the DiT Course Leader, who will pass this on to the UW DiT Course Administrator.

For second placements where the trainee attends another college or provider institution, trainees will present their DBS to the second placement provider, who will need to satisfy themselves in line with their own Safeguarding policies and procedures. The institution hosting the second placement may at their discretion request an additional DBS check.

Neither the "Paid" nor "voluntary" student will be able to undertake any classroom involvement until the DBS has been approved. The DiT Course Administrator will keep a spreadsheet with all students' DBS numbers as evidence.

Applicants who have lived, studied or worked abroad in the 5 years preceding entry are also required to produce a Police Certificate/Certificate of Good Conduct from the country where they resided. Further details: <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>

### **Recognition of Prior Learning**

Details of acceptable level 3 qualifications and 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**

Applicants apply directly to University of Worcester (UW). There is a web link on each partner college website that directs applicants to the UW application portal.

The University has the following arrangements for admitting candidates to the DiT 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 experience, qualifications and teaching hours. This screening stage allows for candidates to be advised on what to do next and whether they can be considered for a formal interview. Prospective students complete an online application on the University of Worcester website.

Interviews are conducted online, with two members of the course team (with at least one being from the partner college). All interview processes are quality assured by UW.

An email is sent with a covering letter outlining the purpose of the interview and the activities that the prospective student is required to complete in preparation for the interview. This requires the prospective student to upload copies of their qualification certificates to registry, prepare a presentation to discuss at interview and complete two written tasks. Prospective students are required to return the written task information at least three hours before the start of the interview, so that the interviewers can analyse the information.

A decision on each applicant's potential to succeed on the course is made with reference to the National Occupational Standard. Applicants with limited potential are encouraged to undertake activities to boost potential and re-apply later.

At the interview stage, a set proforma is followed. Information from the interview is recorded and stored at the partner college. A conditional/unconditional offer is then made by the DiT course team at the partner college. The prospective student is immediately emailed details on registering online at the University and a guidance sheet on the remaining enrolment stages is provided, along with a copy of the Course Handbook, so that prospective students can begin to familiarise themselves with the course in preparation for the start of their studies. The Course Leader at the partner college emails Registry at the University details of the prospective student's ID and qualifications.

### **Admissions/selection criteria**

The selection process is rigorous and includes questions about the commitment to professional practice in the Further Education and Skills 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 DiT to ensure all registrations are up to date. Partner colleges may also have their own registration and enrolment processes.

## **19. Regulation of assessment**

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

### **Requirements to pass modules.**

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each taught module.
- A student is required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### **Submission of assessment items**

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### **Retrieval of failure**

- A student may re-sit failed assessment items for any module awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

### Requirements for Progression

- Progression to Year 2: A student who, by the time of the reassessment Board of Examiners in the *first year of the course*, has not achieved 60 credits (after exhausting all reassessment opportunities) will be required to repeat modules during the following academic year, and if unsuccessful in one or more modules (after exhausting all reassessment opportunities) will have their registration with the University terminated.
- Course Completion: A student who (having progressed to the second year) by the time of the reassessment Board of Examiners in the *second year of the course*, has not achieved 120 credits (after exhausting all reassessment opportunities) will be required to repeat modules during the following academic year, and if unsuccessful in one or more second year modules (after exhausting all reassessment opportunities) will have their registration with the University terminated.

In addition, The University's Fitness to Practice procedures apply to this course and can be read at: <http://www.worcester.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf>

### Requirements for Awards

Award	Requirement
Diploma in Teaching (Further Education & Skills)	Pass 120 credits at Level 5 (60 credits in Year One, 60 credits in Year 2) <b>AND</b> Achieve a Pass grade in <b>both</b> Professional Practice Modules (DTFE2003, DTFE2006) <b>There is no Exit Award.</b>

### Classification

On successfully completing all 120 course credits, trainees will achieve the Level 5 Diploma in Teaching (Further Education and Skills), which incorporates the National Occupational Standard for the Learning and Skills Teacher.

- [Education & Training Foundation \(ETF\) DiT Qualification Framework](#)
- [Occupational Standard for the Learning and Skills Teacher](#)

## 20. Graduate destinations, employability, and links with employers

### Graduate destinations

Students who completed the predecessor course (the Level 5 Diploma in Education and Training, or DET) course typically gained or continued in employment in the 14 plus education field, which includes Further Education Colleges, Secondary Schools, Specialist Schools, Universities, Sixth Form Colleges and Adult Community Centres. In recent years students have progressed straight into more senior teaching roles such as course leaders and student management positions.

The employment profile of the 2021/2022 cohort is below.

Status	Count	%
Managers, directors and senior officials	1	8.33%
Professional occupations	9	75.00%
Associate professional occupations	1	8.33%
Caring, leisure and other service occupations	1	8.33%
	<b>12</b>	<b>100.00%</b>

## Progression to Linked Honours Degree(s)/Top-Up Degree(s)

There is possible progression onto L6 of BA (Hons) Education Studies at University of Worcester. (Note: As part of the DiT entry requirements, trainees will have been judged capable of studying at Level 5, and therefore the lack of Level 4 credits will not be an impediment to further study at Level 6.)

## Student employability

Both the DiT Qualification Framework and the National Occupational Standard that underpins the DiT have been developed in consultation with employers and colleges across the UK to ensure that the content of the course is aligned with and responsive to sector needs. This means trainees completing the DiT will be well placed to enter the profession, with valued and up-to-date Knowledge, Skills and Behaviours. Alongside this, the Course Team at the University has planned the course in consultation with college partners, external advisors, and current students to ensure it meets and exceeds the sector's requirements.

The DiT is an in-service qualification, so students will be in employment whether voluntary or otherwise and consequently developing a full range of employability skills and attributes in role. As an in-service initial teacher education course, the DiT provides continuous professional development and opportunities to expand teaching experiences and skills. The requirement for a second placement gives trainees the opportunity experience more of the broadness of the FES sector.

Students who have undertaken the DET course have gained promotions to course leader, main grade lectureships and management positions with established employers. In addition, students can also progress onto further training and courses offered by the University of Worcester.

The course has very high success rates (97%) and employability rates are excellent. A significant number of trainees move from part-time to full-time employment, and many full-time tutors move into further career opportunities.

## 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 Level 4 and 5 Diploma in Education and Training students.

The course is vocational, and all students are employed by organisations in the Further Education and Skills Sector, be it voluntary or otherwise. There is therefore strong employer engagement in the course. Subject specialist mentors from employers are used to oversee the progress of the students on the course. Before commencement of the course, employers are checked for their suitability to provide placements and the requisite support for trainees. Within no more than 8 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.

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**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, such as the Course Handbook, Professional Practice Handbook, and the Partnership Handbook.