

# DIPLOMA IN TEACHING (FE AND SKILLS)

## EVENTS FOR CENTRES

3<sup>RD</sup> APRIL 2024 LONDON

8<sup>TH</sup> APRIL 2024 WAKEFIELD

# Introduction to our Presenters



Name	Role
David Wackett	Industry Manager for Teaching and Learning
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<b>Time</b>	<b>Activity</b>
<b>1000 1300</b>	<b>Welcome and Introductions</b>
<b>1015 1315</b>	<b>Background to new qualification and current approaches from Ofqual and Ofsted</b>
<b>1045 1345</b>	<b>Key features of the DiT</b>
<b>1100 1400</b>	<b>Table Discussions</b>
<b>1120 1420</b>	<b>Feedback from table discussions</b>
<b>1140 1440</b>	<b>Questions and Answers</b>
<b>1155 1455</b>	<b>Next steps</b>
<b>1200 1500</b>	<b>Recap and close</b>

## Objectives/Goals

- **Understand the background to the new qualification**
- **Become familiar with the structure of the new DiT**
- **Areas for discussion**
- **Clarify and ask questions**

# Background to the Qualification

The Level 5 Diploma in Teaching (FES) has been developed in response to the DfE's requirement to better align FE initial teacher training with that for schools.

- Approvals process - Ofsted reports, DfE concerns
- Funding changes
- Increased teaching practice hours
- Two placements
- Remote delivery requirement
- Meets the [qualification framework](#) produced by the Education and Training Foundation (ETF) in March 2022.
- Aligned to the Knowledge, Skills and Behaviours within the [L5 Learning and Skills Teacher](#) occupational standard (ref ST0149)
- Supports progression into employment in the following roles: FE learning and skills teacher, lecturer, tutor, learning and skills practitioner, education practitioner.
- Meets requirements for QTLS
- Ofqual CASS (Centre Assessment Standards Scrutiny) and impact on qualification structure

# Key features of the DiT



The following slides come from the online webinar presentation given to centres in December 2023.

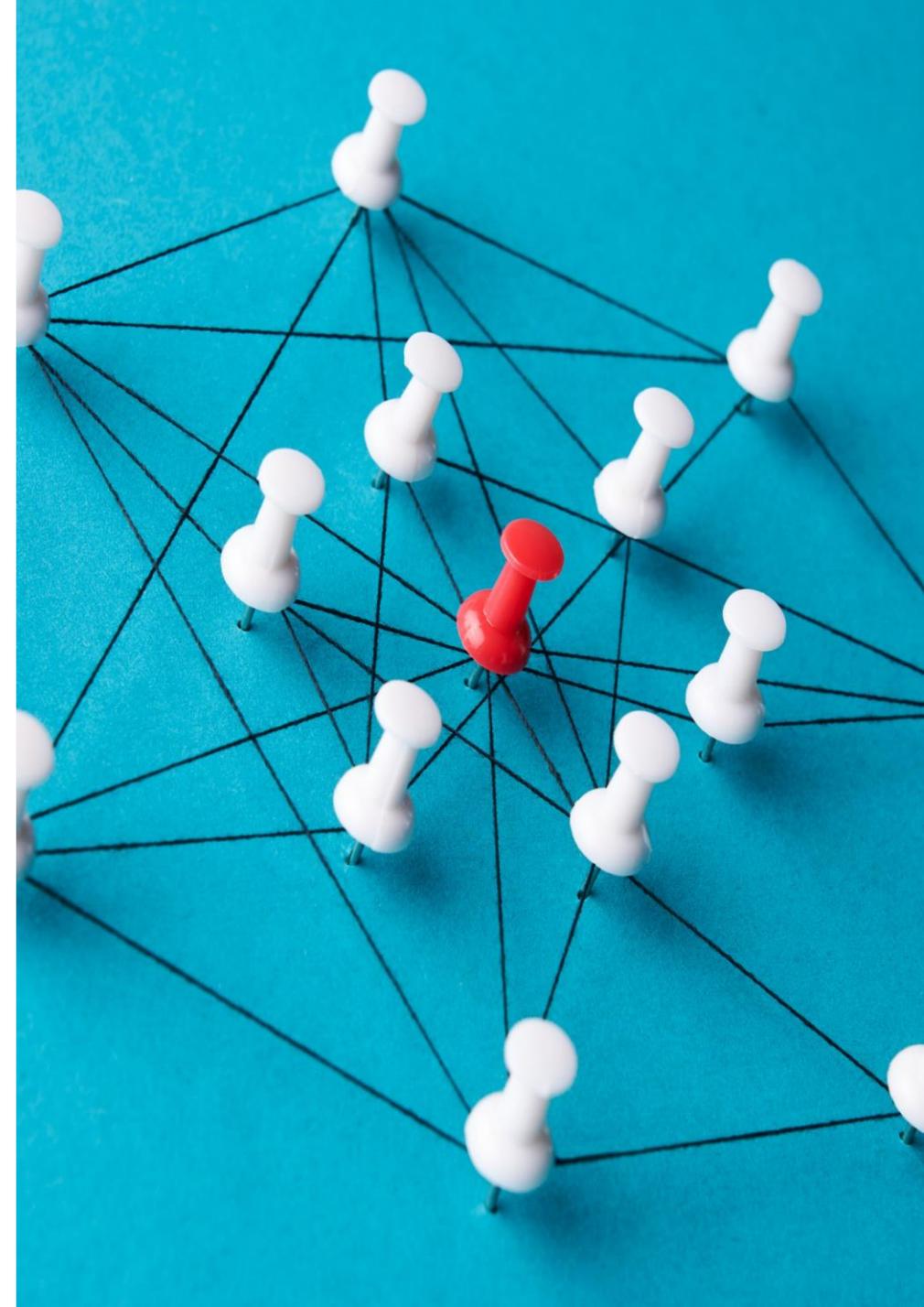
The only change to these slides is the use of “principal and subsidiary” to replace the terms “primary and secondary” when discussing placements.

# Qualification structure

8 units.

All units are mandatory.

Unit
Unit 501 Teaching my subject
Unit 502 Learners and learning
Unit 503 Teachers and teaching
Unit 504 Professional practice
Unit 505 Effective digital and online pedagogies
Unit 506 Action research
Unit 507 Coaching and mentoring
Unit 508 Managing behaviour



# Qualification Size

**Guided learning hours (GLH)** includes all supervised hours / tutor contact time

**Additional learning hours** includes independent learning activities (eg expected private study or revision, research, skills practice)

**Total qualification time (TQT)** is the total of GLH and additional learning hours

Unit	GLH	Additional hours	Total time (GLH + Additional)	Credits
Unit 501 Teaching my subject	50	100	150	15
Unit 502 Learners and learning	50	100	150	15
Unit 503 Teachers and teaching	50	100	150	15
Unit 504 Professional practice	91	209	300	30
Unit 505 Effective digital and online pedagogies	50	100	150	15
Unit 506 Action research	30	120	150	15
Unit 507 Coaching and mentoring	20	30	50	5
Unit 508 Managing behaviour	40	60	100	10
<b>Totals</b>	<b>381</b>	<b>819</b>	<b>1200</b>	<b>120</b>

# Unit content

The 8 units follow the same structure:

- Unit title, level, GLH
- Unit aim
- Links to occupational standards
- Areas of focus
- Amplification of each area of focus – guidance on what to deliver
- Assessment criteria – what is being assessed
- Supporting information – guidance for delivery, resources etc

## Unit 501 Teaching my subject

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

### Areas of focus

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

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

- Part A Particular approaches to topic sequencing
- Part B Pedagogic content knowledge
- Part C Threshold concepts and troublesome knowledge
- Part D Required wider/prerequisite knowledge
- Part E Measuring and maintaining own subject currency

### Amplification of areas of focus

**Part A Particular approaches to topic sequencing**  
Candidates will evidence their knowledge and understanding of how to:

- Develop [schemata](#)
- Organise topics in a logical [order](#)
- Link new knowledge to previous learning
- Revisit previous learning to address gaps in [knowledge](#)
- Chunk learning

**Part B Pedagogic content knowledge**  
Candidates will evidence their knowledge and understanding of:

- Established methods for teaching specific [topics](#)
- Innovative and creative teaching methods for their own subject

**Part C Threshold concepts, content and troublesome knowledge**  
Candidates will evidence their knowledge and understanding of:

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

**Part D Required wider/prerequisite knowledge**  
Candidates will evidence their knowledge and understanding of:

- Qualifications and/or learning programmes available in own subject area, such as Levels 'A' Levels, GCSE's, Functional Skills, Vocational qualifications, Access to Higher Education, Pre-Access non-credited [programmes](#)
- Qualifications that are mandatory for working in own subject area such as Health Safety, First Aid, Food Hygiene
- Integrating Education for Sustainable Development (ESD)
- Promoting equality, valuing [diversity](#) and supporting inclusion (EDI)
- Employment opportunities relevant to own subject [area](#)

**Part E Measuring and maintaining own subject currency**  
Candidates will relate their evidence to their knowledge and understanding of:

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

### Assessment Criteria

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

#### Part A

1.1 Analyse ways to **sequence** a curriculum for a qualification or learning programme in own subject area. **K1, K3**

Sequence to include:

- Developing and building schemata
- Organising topics in logical order
- Relating new knowledge to previous learning
- Ways of revisiting previous learning to address gaps in knowledge
- Chunking learning

#### Part B

2.1 Explain how established methods can be used to teach **particular topics** in own subject area. **K5, K6**

2.2 Explain how innovative and creative teaching methods can be used in own subject area. **K5, K6**

#### Part C

3.1 Analyse the **concepts** of a qualification or learning programme in own specific subject area **K3 B2**

Concepts to include:

- Basic concepts/intent of own subject area
- Concepts/abstract ideas within own subject area that challenge/lead to new ways of [thinking](#)
- Common errors and misconceptions around own subject area

3.2 Analyse the **content** of a qualification or learning programme in own specific subject area **K2, B2**

Content to include:

- Key topics
- Theories
- Models
- Principles
- Content that can be challenging to selves and to own learners

# High level assessment approach

The proposed assessment method for this qualification will be a **Portfolio of evidence**.

**Knowledge:** Assignments

**Practical:** Portfolio of professional practice

**Final assessment:** Viva

## **Documentation:**

Qualification handbook – contains product detail (purpose, structure, GLH/TQT, guidance for delivery and assessment, plus the units)

Assessor Pack – contains detailed guidance on conducting assessment, plus observation recording forms and assessor record forms

Candidate Pack – contains all assignments and templates for candidate use in PoE.

# Assessment of knowledge

## Knowledge: Assignments

- Externally set mandatory assignments to cover the knowledge elements of every unit.
- Each unit has 1 or 2 assignments.
- Each assignment consists of a number of tasks, covering various assessment methods (eg case study, tables, research projects, written pieces, reflective accounts).
- Each assessment task aligns to the relevant assessment criterion from the unit.

Unit	Assignment(s)
501 Teaching my subject	Assignments 1 and 2
502 Learners and learning	Assignments 1 and 2
503 Teachers and teaching	Assignments 1 and 2
504 Professional practice	Assignments 1 and 2
505 Effective digital and online pedagogies	Assignment 1
506 Action research	Assignment 1
507 Coaching and mentoring	Assignments 1 and 2
508 Managing behaviour	Assignments 1 and 2

# Assessment of practical

**Practical:** Portfolio of professional practice.

**Placements:**

Two placements (principal and subsidiary)

**Teaching hours:**

- A minimum of **150** teaching hours must be carried out within the **principal** placement.
- A minimum of **100** hours must be in own **specialist subject area**.
- A minimum of **20** hours must be **remote** delivery. (Remote delivery must not exceed 50 hours).

**Non- teaching hours:**

A minimum of **100** hours, **20** of which must be in placement 2 (subsidiary placement).

Non-teaching activities may include CPD, attending meetings, interviewing learners, observing other teachers and any other department duties as agreed with the placement contact.

(Log for each provided in Candidate pack)

# Assessment of practical

**Practical:** Portfolio of professional practice.

We provide mandatory forms and templates for use in the PoE:

- Mentor logs
- Micro-teach forms
- Feedback on observation of another
- PDP / PDP reviews
- PoE checklist
- Diary of significant events
- Teaching logs
- Class profile
- Lesson plans
- CPD log
- Observation of teaching practice records

## **Observations:**

- 10 observations of teaching practice are required, a minimum of 8 of which must be observed by their main assessor and 2 of which can be observed by their subject specialist mentor
- A least one, but no more than two, observations must be of live **remote** delivery.

# Viva

## Final assessment:

The candidate will participate in a final assessment involving a **face-to-face** oral discussion relating to any aspect of professional practice.

**This will be carried out once the portfolio of evidence and all knowledge assignments are successfully completed.**

Six mandatory areas for questioning. Assessor to add any additional questions (up to six is recommended).

- Written record must be kept (**Viva recording form**) and the discussion must be **digitally recorded** and **time stamped** .
- The viva must be conducted **in person** by two qualified teachers. One teacher **must** be their assessor from the provider and the other **must** be a qualified teacher from the primary placement.
- The viva must be a minimum of 30 minutes and we recommend no longer than one hour.

# Grading

The qualification is graded pass / fail.

Final outcome recorded on **Record of achievement** (once the PoE, assignments and Viva completed successfully)

Centres must not claim units towards the qualification until all complete; no unitised assessment / no CUCs will be issued due to the holistic nature of the qualification.

Where candidates unsuccessful in any of the assessments they may be referred and candidates may resubmit evidence following assessor feedback.

# ACTIVITY



In your table groups, please discuss how your centre will approach the following key aspects of the DiT.

- Placement requirements
- Mentoring requirements
- Observation requirements
- Viva requirements

# ACTIVITY

## Feedback from table discussions

- *Placement requirements*
- *Mentoring requirements*
- *Observation requirements*
- *Viva requirements*

**From the feedback, we will compile a list of top tips and FAQs to be shared at a later date.**

# Questions & Answers

## Reflection on today and next steps.

What have you taken away from today:

- What have you learned today from the session?
- What will you do differently, on the back of today's session?

# Thank you!