

Q&A from City & Guilds 6504-51 Diploma in Teaching (FES) - DiT - Webinars (updated July 2024)

Question	Answer
From registration to completion is there a time limit? Thinking that someone who has to go onto maternity leave part way through, with no ability to claim units they will need a different strategy.	Learners have 3 years in which to complete the qualification from when they are registered.
Surely in person means that the candidate has not recorded their viva and it is being judged on that. A live teams meeting is in person!	In-person is face-to-face, live, not recorded – Teams or similar, even if live, is not in-person. In the same room at the same time.
The new qual requires trainees to have 2 mentors. How much time is expected from each? Is one a main mentor who meets the trainee regularly, and the other meets them more sporadically, or should they both support the mentee in equal amounts?	30 mins a week per learner per mentor. Equal amounts of mentoring, and it must be recorded.
Can the course tutor be a mentor too? Or does it need to be somebody different?	Needs to be a different person - it's a different role.
In terms of specialist mentor - can centres decide on this or do mentors need to be fully qualified	Subject specialist mentors need to be fully qualified as a teacher and in their subject. The pastoral mentor also needs to be qualified teacher - mentoring quals or training are not required but a good idea. Mentoring - The Education and Training Foundation (et-foundation.co.uk)
Can the hours in the subsidiary placement all be done in one block placement or do they have to be spread across the two years?	It can be done in a block placement – consider what is the best experience for the trainee teacher.
Is this decision about the secondary placement a City and Guilds requirement.	The subsidiary placement is a requirement of the Diploma in Teaching (FES) framework .
We have an applicant who teaches within NHS, she's keen to develop her practice to teach doctors and nurses. She won't have a qualified teacher working with her, does that mean she can't do the course? She will do the second placement in college.	We would need to look at on a case-by-case basis - so please be clear when the qual approval application is made.
Can you please confirm again if on completion of this course they receive QTLS and not required to do an additional course (such as the SET provide).	QTLS is an additional process via an application to SET. A requirement of QTLS is an FE teaching qualification such as the DiT. QTLS - Qualified

	Teacher Learning and Skills Society for Education and Training (et-foundation.co.uk)
The DfE have advised that the previous Level 5 DET and QTLS wasn't a suitable route for those wanting to teach in schools, is their advice different for this qualification?	Nothing has changed on that front – there are more suitable routes to teach in schools, although QTLS is legally recognised as equivalent and does enable the holder to teach from year 10 and above in schools. Those teaching in schools holding a post compulsory teaching qualification usually teach specific vocational subjects.
Can a college still access Taking Teaching Further funding to put staff on this new qualification without having a link to a university?	Yes, Taking Teaching Further is available for the new DiT - that's for in-service training (someone in post) and doesn't require partnership with an HEI/university.
There is no specific unit on inclusion, I assume this is covered in detail within the units?	It runs like a thread throughout every unit.
We have different campus locations that teach different subjects, does that count as two placements?	Outline this on your approval application and check with your EQA - it does depend on how different they are and how different the experience will be that the trainee teacher is getting. A different physical location is not sufficient, the whole experience must be different. The purpose of two placement is so that the trainee teacher gets a broad an experience as possible.
Can the record of mentoring be a video log instead of written?	Video unnecessary and not as practical as a written record - record of hours, names, dates, actions/outcomes.
Will the assignments change each year?	Unlikely that they will change each year – the assignments are based on the individuals experience so will be unique to each trainee teacher.
Where do you envisage that the subsidiary placement will take place?	A different college or provider.
Is it a requirement that at least one of the formal observations is of the candidate delivering remote provision? Or are there no mandatory requirements for remote delivery, despite the 20-50 hours' requirement?	It is a requirement for one, but no more than two of the observations be of remote delivery.
Perhaps supporting with this question regarding secondary placements within the same organisation, the guidance states that: The secondary placement must be for a minimum of 20 hours, ideally with a different	Correct, thank you.

<p>provider. The secondary placement will include a range of activities related to the teaching role. Only in extremis could both placements be within the same provider, where it is large enough to offer two completely different experiences.</p>	
<p>Can you share the justification for not awarding unit credit; where a candidate completes year 1 of the part-time programme but is not able to continue (for whatever reason), there would be value in claiming unit credit, even if only (for example) a completed small unit such as managing behaviour.</p>	<p>The main reason for the qualification is to enable people to progress and prepare people for FE teaching. It's probably more important with the DiT (than the DET) that it's more difficult to pause and later resume the qualification, and trainee teachers are aware of this from the outset. It is possible to extend the registration of trainee teachers unable to complete within three years. The issue of currency of learning is also a consideration here.</p>
<p>Have we got an update on APL please; both the ETF framework and the principles of apprenticeships allow for APL?</p>	<p>The ETF framework should say 'RPL'. On apprenticeships, any prior learning or evidence of it won't count towards the end-point assessment (EPA) but may result in reduced delivery time (and funding) for the on-programme element of the apprenticeship. Remember RPL is a 'route to assessment' not an exemption from any of the requirements.</p>
<p>Can you clarify re: the viva please - could an online meeting (e.g. via Zoom, Teams, Blackboard Collaborate) be acceptable - this allows for much stronger digital recording than "in-person" which might be video or audio recorded. A live online viva would allow for screen-sharing of the portfolio etc.</p>	<p>At the moment the requirement is it that it is face-to-face, in-person (ie all relevant people in the same location at the same time).</p>
<p>An ongoing plea, please for an alternative to Action Research, that might still include a research-oriented Unit, but one that could rely solely on secondary research.</p>	<p>Action research is a popular unit in the DET, and that research is a good way of doing some research on the organisation they are working in. Trainee teachers should be able to carry out research for a purpose that will benefit their organisation as well as themselves.</p>
<p>The framework says: The candidate will participate in a final assessment involving a 30-minute oral discussion relating to any aspect of professional practice...conducted in person by two qualified teachers" - it doesn't specify face to face; "in person" could be interpreted to be via Zoom etc.</p>	<p>In-person is face-to-face – everybody present in the same location at the same time.</p>
<p>What C&G colleagues are describing now could usefully be differentiated between pre-service and in-service routes - an in-service trainee may be employed full-time by an employer, so far less able to</p>	<p>There is no requirement that a trainee teacher finds either of the placements, but some may be in a position to do so. The subsidiary placement is a new requirement, so not previously something that</p>

<p>"find another placement". In-service trainees would not typically find their own placements - Ofsted would not be happy with that in principle</p>	<p>applied to in-service (or pre-service) trainees. For pre-service it is not unusual for trainee teachers to find their own placements – but it is a requirement for a centre to ensure that the placements are valid and reliable.</p>
<p>Please may we have a copy of these slides?</p>	<p>The slides are on the City & Guilds website here: https://www.cityandguilds.com/qualifications-and-apprenticeships/learning#fil=uk</p>
<p>Please can you explain why the GLH for Action research is only 30 when it is still worth 15 credits?</p>	<p>Credit is related to TQT, not GLH, and there is a significant amount of self-directed (as opposed to tutor-directed/guided) learning involved.</p>
<p>Apologies if you have already said this, but when will the assignments be ready please?</p>	<p>These are available on the 6504 webpage https://www.cityandguilds.com/qualifications-and-apprenticeships/learning/teaching/6504-diploma-in-teaching-further-education-and-skills#tab=information</p>
<p>Is TAQA a completely separate qualification now?</p>	<p>It is – the original intention of TAQA was that it would cover 'Training' as well as Assessment and Quality Assurance, but this never happened, hence the 6317 Assessor and QA quals and 6502 Education and Training, and now 6504 DiT.</p>
<p>Given that teachers should always reflect on improvement to their practice even after qualification the Action Research is a brilliant idea.</p>	<p>Thank you.</p>
<p>Re Unit 505 assignment I think it is a mistake to be so prescriptive over the techniques and tools learners can select from. You have built in obsolescence to this assignment by doing that. Better to say at least 3and let people choose.</p>	<p>The assignments will be reviewed over time, so hopefully this won't occur.</p>
<p>Have others shared concerns about teachers taking the qualification IN service, who work full time, being able to take part in a placement in a 2nd workplace? I am thinking in terms of logistics (hours, responsibilities, pay) but also availability of subject specialisms locally and the perhaps reluctance to share inside ways of working between local providers.</p>	<p>Undoubtedly a challenge for some/many, but it doesn't involve any teaching. This is outside our control, and is very much the intention of DfE, who wanted a new qualification for FE teachers, that it is more challenging for learners, and some of that challenge will fall on providers too. It is something we will feed back on to ETF and DfE.</p>
<p>Can the subsidiary placement be an online placement? Could they join online CPD and mark work online for another provider? This might</p>	<p>That won't be appropriate.</p>

increase take up or partnering between organisations that are not in direct competition.	
Have we missed giving feedback on the ETF framework? How can we find out what the consultation was.	Unfortunately, the consultation is over, although you may be able to contact them directly with feedback.
We have different departments, different students, different topics, different job roles. They all happen to share the same post code but the learning for a training teacher would be as different as it would if it happened at different post codes within the same college group. Likewise, if we had campuses over a wider area, we in the quality team would expect them to run under the same rules/routines/expectations. There needs to be clarity on this, rather than it being left to the EQAs to interpret it, as this will be subjective.	The two placements must be in different establishments.
Sorry for the repetition, but it's not about ease for the learner or lack of challenge. It's also not about ease for the college to organise it. It's about a full-time employee being able to work at another provider as part of their contract. It's about the likelihood of another college effectively letting a spy in the camp. Why would they let someone else's teacher in for 20 hours?	Colleges can work collaboratively by finding placements on a reciprocal basis. The subsidiary placement could be closer to home eg a school with a sixth form.
That's difficult if you are working full time. Who will cover your hours while you go there?	Colleges may have to take a more flexible approach to allow this to happen – they are investing in their staff. The 20 hours is over the duration of the qualification
Can the assignments be adapted to suit the needs of learner, college setting etc?	No. The assignments are appropriate in any setting, they are designed to assess against the assessment criteria so that shouldn't be a problem
After QTLS they can teach in primary?	No – QTLS is not the appropriate route to primary school teaching.
There seems to be no provision for units to meet the need for the college you are at eg creating resources has gone but important, whereas mentoring is there?	This has been determined by the ETF framework – it's intended to be a generic teaching qualification for the FE sector. Creating resources occurs within the units – it should not be an optional task and is therefore included in the teaching units.

<p>Do we have to get it authorised if the candidate is working at the same college, but 2 separate areas?</p>	<p>Yes, first of all you must make application for this to happen within your approval document and at any time moving forward. This will be considered on a case-by-case basis.</p>
<p>What if our learners cannot do that due to disability? They cannot have remote delivery?</p>	<p>The framework requires two placements.</p>
<p>Which website will the slides be on? How can we be informed of these webinars?</p>	<p>Teaching Qualifications & Learning City & Guilds (cityandguilds.com)</p>
<p>How do we find out about the webinars etc? We had no comms?</p>	<p>Sign up to email alerts and update your preferences here: Email Updates City & Guilds (cityandguilds.com)</p>
<p>We have a big concern with the min of 10 candidates for observations - this will prove very difficult for specialist colleges who run with smaller groups. 10 is a big number. There seems to be no/ less provision for those teaching in more of a SEND environment. Is there any flexibility on this? eg if there are 8 in a group?</p> <p>If our learners have a disability - they cannot access online learning - so our candidate teachers cannot use this method of delivery.</p>	<p>The qualification is a general teaching qualification, so where staff have specialised teaching roles it might not be appropriate for them. The L4 certificate in Education and Training (6502 -41/42) might be more appropriate Education and Training qualifications and training courses City & Guilds (cityandguilds.com).</p>
<p>Although we have to use your assessments, can we break the tasks up to give more that 14 assignments, to help our candidates or the way we are delivering? Can we also choose to do presentation, essay, etc if no stipulation from yourselves?</p>	<p>The assignments are already broken up into tasks – you could possibly break them down further, but you must be able to complete the marking grid provided.</p>
<p>I have a blind teacher - who teaches blind learners - surely equality act comes into play here in terms of how they can deliver?</p>	<p>This would need to be considered – along with the full details of the context and situation – on an individual basis. What we must consider is that the qualification is for trainee teacher to be able to teach all learners – there are ways to do this which can be explored further.</p>
<p>Re viva - difficult when you have been over to their placement for teaching in block, and the observations are booked for all candidates in blocks. Whereas our candidates will all finish at different times, it makes it difficult to drive 4 hours away for one half hour viva, for every learner. We do not do all online distance teaching, but we deliver do a big group. Just think for a viva is individual, it is a shame that this cannot be</p>	<p>Appreciate it is a challenge and difficult, but it is a requirement.</p>

<p>done on Teams. Not great for the environment with the driving for 1 person, even if local provision as candidates are at colleges from all over the local area.</p>	
<p>What are the plans for the AET CET? will they be redone so they can be mapped against the L5 in future? as they are now?</p>	<p>There are no immediate plans to update the L4 Award or L4 Certificate in Education and Training, although there is a desire to do so. Currently there is no mapping to the L5 DiT.</p>
<p>How many weeks are you expecting mentoring to take place? eg term times are very different between providers. or if someone only takes 1 year to do the course, or if the course is 2 years but they take a 3rd year to finish the work - are you expecting 1 hr of mentoring for the full 3 years, even though the course is finished for them? A lot of time to fund for, especially if for 3 years.</p>	<p>Probably not 1 hour of mentoring for a third year spent finishing the course. When exact situation and circumstances are known please discuss at the application approval stage.</p>
<p>C&G got rid of the specialist diploma - not very helpful for those of us in SEND. We don't need a TA qual. Please don't think SEND teachers 'do a bit of delivery' - they are in the classroom for 30 hours a week, teaching in an FE environment. teaching pre-entry level to level 3 learners, but they are SEND, so often smaller group sizes. to meet provision. They don't want a TA course, they want a full teaching qualification as they are teachers.</p>	<p>We had very low numbers doing the specialist Level 5 Diplomas, so unfortunately, we closed them down for commercial reasons.</p>
<p>Just a note to consider (rather than a question), not everyone lives in big towns and cities with great transport links and lots of FE colleges - many people will be working at the only FE college within a 50-mile radius or even on subjects nothing to do with them eg is an agricultural college. just as a note - it's not always as easy for everyone to have transport to get some somewhere so far away who may not even let you / want you to go to their college.</p>	<p>We appreciate the challenges that the new L5 DiT may pose to learners and centres, and it therefore may not be practical or even possible for some to be able to the qualification.</p>
<p>It's mentioned about a free mentor qual through ETF but i can't see it on their website?</p>	<p>There isn't currently a mentoring course being run by ETF – you can check here or contact them directly: Mentoring - The Education and Training Foundation (et-foundation.co.uk)</p>
<p>Is there an option to APL those who have completed AET or CET?</p>	<p>No – this is not possible as the DiT is a new qualification based on new units. There is also no APL/RPL/RPA from the DET to the DiT.</p>

Has there been a pilot carried out on this qualification?	No – it was developed in response to DfE and ETF requests for a new L5 qualification to be ready for September 2024.
I have some concerns about cost to the Centres and the learners in terms of financial and time. How will this affect the Centres and learners?	That's a matter for centres to consider and learners too if they have to pay (HE loans being removed for this qualification)
Could they be awarded level 3 or 4 or is it a straight Level 5 qualification	The DiT is a straight L5 qualification.
The DfE confirmed that qualifications created under this framework will be eligible to receive public funding from 1 September 2024 (subject to completion of required Student Loans Company processes).	Courses from universities (eg PGCEs) will be eligible for HE Loan funding, but not the new DiT or previous DET qualifications from awarding organisations. However, the DiT will be eligible for funding via the Taking Teaching Further programme.
What is the registration fee?	As of July 2024 - £310 per learner (no certification fee).
What about word count please for each assignment.	No word count – this is up to centres.
As we are now 3 separate colleges with different geographically located campuses and each with their own principal, can we send our trainees to one of our other campuses for their second placement? Could the secondary placement be in another department on the same campus?	Needs to be a different experience - so if the experience is the same then no. Please raise at approval application stage.
Can the pastoral mentor support more than one trainee, and if so, can they meet them together each week rather than have separate 30-minute meetings?	30 minutes per learner is key - no guarantee that they will get that in a group setting. It's a requirement of the ETF framework.
C&G recommend 381 GLHs but the Government website states 360 GLH. Can we go with 360 hours? Can tutorial/ delivered enrichment count towards these hours if we need to add additional?	381 GLH is notional, 360 GLH is fine provided the learner is covering all the content adequately.
Where a trainee is timetabled with learners who are not ideally suited to online delivery or who may not have the equipment for remote learning, can we have the learners online within the college but with the teacher in another part of the college?	In extremis, but this can't be a routine workaround. Raise at qualification approval stage.

Can any and all of the tutors teaching on the course carry out observations? There would be dual observations and standardisation.	If they are qualified and experienced to deliver the qualification, then they should be qualified and experienced to carry out observations. Best practice would be that the observers would be the ones delivering the unit that the observation they are watching links to.
Can we deliver the programme as a hybrid between online and in person session to support the workload of our trainees.	Yes – a guideline would be around max 30% online.
Is there a limit on the number of times assessments can be referred?	Centres need to consider their own referrals policy and look at how the learner has responded to feedback and addressed issues. There is no definitive number of referrals. Centres are best placed to know when a learner cannot continue.
Is there any wiggle room on 8 observations being carried out by a single assessor? For a large cohort this would be a significantly high observation workload for that single assessor.	The 8 eight observations can be carried out by more than one person/assessor. ie there can be two 'primary deliverers'. What you cannot do is bring people in to carry out observations only.
Can staff currently doing the DET as part of CPD be eligible for QTLS at a later stage	Yes - as long as they are registered on the DET before September 2024. QTLS - Qualified Teacher Learning and Skills Society for Education and Training (et-foundation.co.uk)
The documents on the website in the candidate pack are all still in draft form. When will you release them as documents ready for use by learners?	These are almost certainly not going to change before September – 'draft' will be removed then.
Could City & Guilds provide a list of which settings in FE can/cannot be accepted for the teaching practice - This will support centres.	Any post-16 learning setting is OK - mainstream and specialist, voluntary sector too.
How long will centre approval for the qualification take?	Approximately one month.
Can you count a hybrid session delivered by the trainee teacher (with some learners in the room and some online) as the remote teaching hours required?	Remote teaching requires a different approach, so this is probably not the best way of showing it. The qualification only allows between 20 and 50 teaching hours to be remote – would these be remote sessions or face to face sessions – they can't really be classed as both.
Does the VIVA have to be recorded for verification purposes?	Yes

How do the observation standards differ from face-to-face delivery and remote delivery?	They are the same.
Will the Qual require the usual IQA and EQA visit?	Ofqual expects C&G to manage quality assurance of this qualification.

