Level 5

Diploma in Teaching (Further Education & Skills)

Delivered at

Birmingham Metropolitan (James Watt) College

COURSE HANDBOOK

2026 – 2027

Table of Contents

1. Course Team and Course Calendar 4
The Course Team 5
Introduction 6
Programme Aims 6
Course Schedules 8
Induction 10
2. Course Learning Outcomes and Structure 11
Course Learning Outcomes 11
Approach to Learning, Teaching and Assessment 12
Award Map 12
Course Structure 13
Mode of Delivery for Each Module 14
Hours Breakdown of a Typical Week 14
University Graduate Attributes 15
Arrangements for Personal Academic Tutoring (PAT) 17
3. Assessment 19
Assessment Schedule 19
UW Regulations and Procedures 20
Assessment Methods and Weightings 20
Use of Artificial Intelligence (AI) tools for assessment 20
Submission Deadlines and Late Submission 21
Formative Assessment 21
Reassessment 21
External Examiners 21
Further UW Regulations 22
Complaints Procedure 22
4. Course Management and Student Representation 23
Student Academic Representation 23
The Student Staff Liaison Committee (SSLC) 23
Partnership Governance Board (PGB) 23
Module Evaluation Policy 24
5. Work-Based or Placement Learning 25
6. Resources & Services 27
BMet Library Services 27
BMet College IT Services 27
University of Worcester Library Services 28
University of Worcester IT Services 30
Other UW Services 31
Appendix 1: Level 5 Generic Assessment Criteria 32

Annex A: Standard Mapping Table 33
Annex B: Occupational Duties..... 36

1. Course Team and Course Calendar

Welcome to University of Worcester

Congratulations on gaining a place on this course. The team at BMet and the University of Worcester have designed a very exciting and challenging programme of study that will enable you to develop knowledge, understanding, qualities and skills to teach successfully within the Further Education and Skills sector.

The University has a long-standing reputation, throughout the region and nationally, for delivering high quality and innovative teacher training across all sectors from early years to adult education. This commitment to teacher training makes a substantial contribution to ensuring high quality teachers are entering the profession. Our provision is based on the principle of strong partnership coupled with professional practice.

Our overarching aim is to educate highly qualified teachers who in turn aim to achieve the very best outcomes for their learners. The excellence of our provision within the Department for Secondary and Further Education has been confirmed by our recent Ofsted grade of Good, our external examiners and through our university quality assurance processes.

This handbook has been designed to give you a range of information about the course and how it is organised.

I would like to wish you every success on your journey.

Dr Tracy Wallis
Head of Department for Secondary and Further Education & Skills.

Welcome to BMet College

Welcome and congratulations on gaining a place on the Diploma in Teaching qualification. We're thrilled to have you embark on this journey with us as you prepare to shape the future minds of learners in the Further Education and Skills Sector.

Whether you're transitioning from another career or building upon existing teaching experience, we understand you bring unique perspectives and passion to the table. This course is designed to nurture your individual strengths while fostering a collaborative learning environment where you can learn from each other and our experienced tutors.

Your programme, graded 'Good' by Ofsted (March 2023), will be a mix of theoretical exploration, practical skill development, and classroom experience. We believe in fostering a supportive learning community, and our dedicated team is here to guide you along the way, working extremely closely with our colleagues at the University of Worcester and experienced teachers and lecturers from BMet College.

Don't hesitate to reach out to your tutors, mentors, or colleagues with questions and ideas.

David Brooks
DiT Course Leader, TLA Coach & Quality Manager

The Course Team

The Universty of Worcester Team

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The BMet College Team

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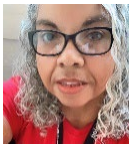


Rachel Webley
Course Tutor
rachel.webley@bmet.ac.uk

Contacting your tutors

Appointments with tutors at BMet or University of Worcester can be made primarily through email requests. For BMet-based tutors, appointments may be available on other platforms such as Microsoft Teams. Appointments can either be face to face or online dependent on location and student needs. Staff and tutors will have individual working schedules and are not required to respond when 'out of hours' but will however aim to respond within appropriate time.

Introduction

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 and is taught at a partner institution. One module is taught by University of Worcester tutors, while the remainder of the DiT is taught by tutors from the partner college, 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, a minimum of 250 hours will be spent in placement, of which a minimum of 150 must be spent teaching. The requirement to complete 250 hours is irrespective of employment status; full time, part time, and volunteer teachers will all need to ensure they can reach this minimum requirement over the two years of the course. During the two years, 20 hours will be spent in a second placement, and trainees will deliver 20 hours of online (synchronous) 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 continuingly 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.

Duties of the National Occupational Standard

Duty 1 High Expectations *Promote a passion for learning and set high expectations of all students and support their personal and skills development*	**Duty 2** Student Outcomes *Maintain a focus on outcomes, for all students, so that they recognise the value of their learning and the future opportunities available to them*	**Duty 3** Pedagogy & Practice *Demonstrate, maintain and evidence excellent pedagogy, subject, and curriculum and industry knowledge and practice*
Duty 4 Plan, Deliver, Evaluate *Plan, deliver and evaluate effective evidence-informed teaching using assessment, relevant systems and safe use of technology to support learning*	**Duty 5** EDI *Work in a manner that values diversity, and actively promote equality of opportunity and inclusion by responding to the needs of all students*	**Duty 6** Professional Relationships *Model professional relationships with students, colleagues and stakeholders that support the highest quality education and training*
Duty 7 Legal & Ethical *Work within professional boundaries, legal and ethical standards to set clear expectations for engaging in learning for all students*	**Duty 8** Roles & Duties *Undertake relevant roles and duties and model sustainable practices, having regard to professional standards, demonstrating resilience & adaptability when dealing with challenge and change*	**Duty 9** Student Progression *Support students with their next steps or progression and learning by providing appropriate information, advice, and guidance*

Classroom-focused Student-focused Profession-focused

Course Schedules

Diploma in Teaching Course Schedule | Year One | AY 26/27

	Dates (w/c)	Week	DTFE2001 Teaching my Subject	DTFE2003 Professional Practice 1
		Pre		
Semester 1	07 Sep 26	1	Induction & Teaching Foundations	Preparing for Placement
	14 Sep 26	2	Induction & Teaching Foundations	Preparing for Placement
	21 Sep 26	3	Induction & Teaching Foundations	Preparing for Placement
	28 Sep 26	4		
	05 Oct 26	5		
	12 Oct 26	6		
	19 Oct 26	7	**F1** Micro Teaches	
	HALF TERM			
	02 Nov 26	8		
	09 Nov 26	9		
	16 Nov 26	10		
	23 Nov 26	11		
	30 Nov 26	12	**S1** Annotated Lesson Plan	
	07 Dec 26	13		
	14 Dec 26	14	**F2** Pedagogical Concept Presentation	
	CHRISTMAS BREAK			
	04 Jan 27	15		**F1** Portfolio Audit 1 & Professional Report 1
	11 Jan 27	16		
	18 Jan 27	17	**S2** Theory into Practice Commentary	
	Dates (w/c)	Week	DTFE2002 Teaching my Students	
Semester 2	25 Jan 27	18		
	01 Feb 27	19		
	08 Feb 27	20		
	HALF TERM			
	22 Feb 27	21		
	01 Mar 27	22		
	08 Mar 27	23	**F1** Discussion Board *(open for 2 weeks)*	
	15 Mar 27	24		
	22 Mar 27	25	**S1** Presentations	
	EASTER BREAK			
	12 Apr 27	26		
	19 Apr 27	27		**F2** Portfolio Audit 2 & Professional Report 2
	26 Apr 27	28		
	03 May 27	29	**F2** Podcast / Blog / Vlog	
	10 May 27	30		
	17 May 27	31	**S2** Action Plan	
	23 M	32	Assessment Week & Mop up	**S1** Pebble Pad & Professional Discussion
	HALF TERM			

Diploma in Teaching Course Schedule | Year Two | AY 27/28

	Dates (w/c)	Week	DTFE2004 Developing my Curriculum	DTFE2006 Professional Practice 2
		Pre		
	13 Sep 27	2	Induction	Preparing for Placement
	20 Sep 26	3	Induction	Preparing for Placement
	27 Sep 26	4		
	04 Oct 26	5	**F1** Subject Professional Discussion	
	11 Oct 26	6		
	18 Oct 26	7		
	HALF TERM			
	01 Nov 26	8		
	08 Nov 26	9	**S1** Presentations	
	15 Nov 26	10		
	22 Nov 26	11		
	29 Nov 26	12		
	06 Dec 26	13		
	13 Dec 26	14	**F2** Ed Tech Demonstrations	
	CHRISTMAS BREAK			
	03 Jan 27	15	**F2** Ed Tech Demonstrations	**F1** Portfolio Audit 3 & Professional Report 3
	12 Jan 27	16		
	17 Jan 27	17	**S2** Report / Impact Review	
	Dates (w/c)	**Week**	**DTFE2005 Developing my Practice**	
Semester 2	24 Jan 27	18		
	31 Jan 27	19	**F1** CPD Action Plan	
	07 Feb 27	20		
	HALF TERM			
	21 Feb 27	21		
	28 Feb 27	22	**S1** Subject Professional Discussion	
	06 Mar 27	23		
	13 Mar 27	24		
	20 Mar 27	25	**F2** Peer Discussion & Progress Review (Thu)	
	27 Mar 27	26		
	03 Apr 27	27		**F2** Portfolio Audit 4 & Professional Report 4
	EASTER BREAK			
	24 Apr 27	28		
	01 May 27	29		
	08 May 27	30	**S2** Poster Presentations	
	15 May 27	31	**S2** Poster Presentations	
	22 May 27	32	Assessment Week & Mop up	**S1** Pebble Pad & Viva Voce
	HALF TERM			

Induction

As part of your course induction, which spans the first three weeks of the course, you will have the opportunity to get to know your Course Tutors and be introduced to the Course Leader. You will also meet your Subject Mentor, who will be working closely with you in your placement setting.

You will have the chance to meet the other trainees on the DiT course and begin to build relationships with them. Our aim is to develop a Learning Community amongst trainees that will provide you with a rich experience of the different corners of the FES sector and help you get the most out of the course. Often trainees support each other as an informal knowledge network.

Teaching Foundations

We recognize that teaching can be a daunting prospect, especially if you are new to the sector, and so as part of your induction you will take part in our Teaching Foundations sessions. We can't teach you everything you need to know about teaching right at the outset of the course, but these sessions are intended to give you some important tools to make a confident start in the classroom.

Fundamentals of Academic Reading and Writing at Level 5

There will be an academic aspect to the course: you will produce several different types of assignment, including written work. We understand that there will be a range of prior attainment among trainees, and some who have been out of formal education for some time. Your tutors are mentors are here to help! All your tutors have a good overview of the demands of the course and can give you help and advice on your assignment work. In the first instance, you should speak with your Module Tutor and your Subject Mentor, who may then guide you towards Library Services.

Study Skills and Library Services

For more tailored help on specific academic skills, such as searching for articles, or referencing, you – as a University of Worcester student – have full student access to Library Services. The Centre for Academic English and Skills can help you with your academic writing. More details on these (and other) services can be found below.

Login / IT / Registration

During induction you will be provided with a university login and email address. You will be required to use this email address for all communications relating to the course, and it is to this email address that all University communications will be sent. Additionally, BMet College will also provide you with a login, so that you can make use of the College online services (including MS Teams). Registration will take place online, and you will be required to upload relevant documents to the University's portal. Full details of how to do this will be provided during induction.

Your Portfolio

Your login will allow you to access your Professional Portfolio, on PebblePad, where you will keep a record of your practice including lesson observation feedback, professional discussions and reports, and target setting.

Finding BMet College

Address:	James Watt College, Aldridge Rd, Birmingham, B44 8NE
Tel:	0121 446 4545
Email:	ask@bmet.ac.uk
Map:	BMet (James Watt College) Map

2. Course Learning Outcomes and Structure

Course Learning Outcomes

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 relevant 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
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
Skills and capabilities related to employability			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	NOS Duties
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	Undertake training, develop existing skills, and acquire new competences that will enable them to demonstrate personal and professional responsibilities	DTFE2003, DTFE2005, 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
Transferable/key skills			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	NOS Duties
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 DTFE2005	4, 8
13	Use digital skills across the range of activities and contexts of teachers' professional practice.	DTFE2003, DTFE2004	4

*The Duties of the National Occupational Standard for the Learning and Skills Teacher are achieved by completing this qualification and have been mapped throughout the qualification. The Duties can be viewed in Annex B.

Approach to 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 Annex A: Standards Mapping Table)

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.

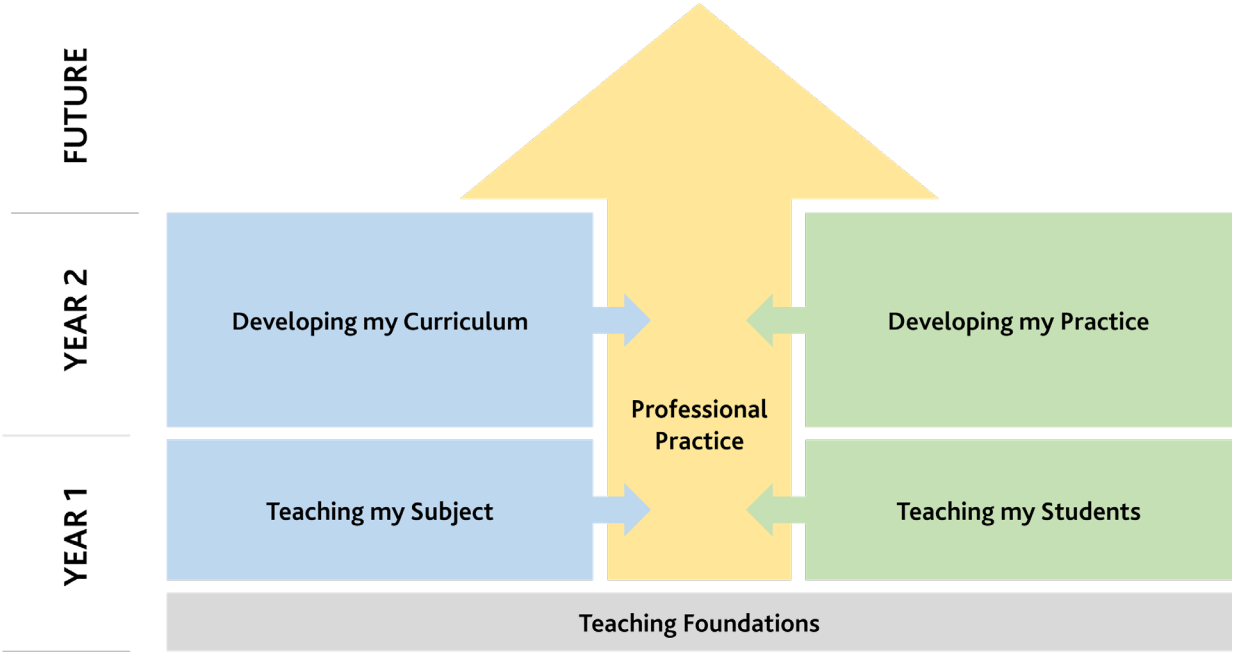
Award Map

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

Library Services Support

Further detail on Support from University of Worcester Library Services can be found below

Course Structure



Each year consists of three modules. The taught modules are each one semester long and credit bearing (30 credits each), and the Professional Practice Modules are year-long and non-credit bearing. The non-credit bearing modules exist to allow you to develop your practice and gain experience as an FES teacher, but they are assessed differently to the taught modules in which you will be given grades for your work. The non-credit bearing Professional Practice Modules will be marked as fail, pass, or distinction and both **must** be at least passed to achieve the Diploma.

During the first year's Induction you will take part in the **Teaching Foundations** sessions that are designed to get you 'up and running' with the key messages about teaching and learning. These key messages will be developed, extended, and critiqued throughout the course, but students on similar courses have been very positive about the value of early key considerations as they begin their teaching journey.

Teaching my Subject focuses on what you need to know to teach a lesson in your own subject, while in the second year **Developing my Curriculum** builds on and expands your learning by looking at curriculum and sequencing considerations, as well as an in depth look at the use of educational technology and the future of learning in the FES sector. The **Teaching my Students** module in the first year helps you to think carefully about the students you teach, their needs and aspirations. **Developing my Practice** gives you the opportunity to take an issue, dilemma, or question that in pertinent to you, your students and your subject and consider your responses from an evidence-informed perspective.

All four taught modules provide key theoretical underpinnings for your professional practice in the classroom, which is assessed via an online portfolio and a professional discussion/viva voce at the end of each year.

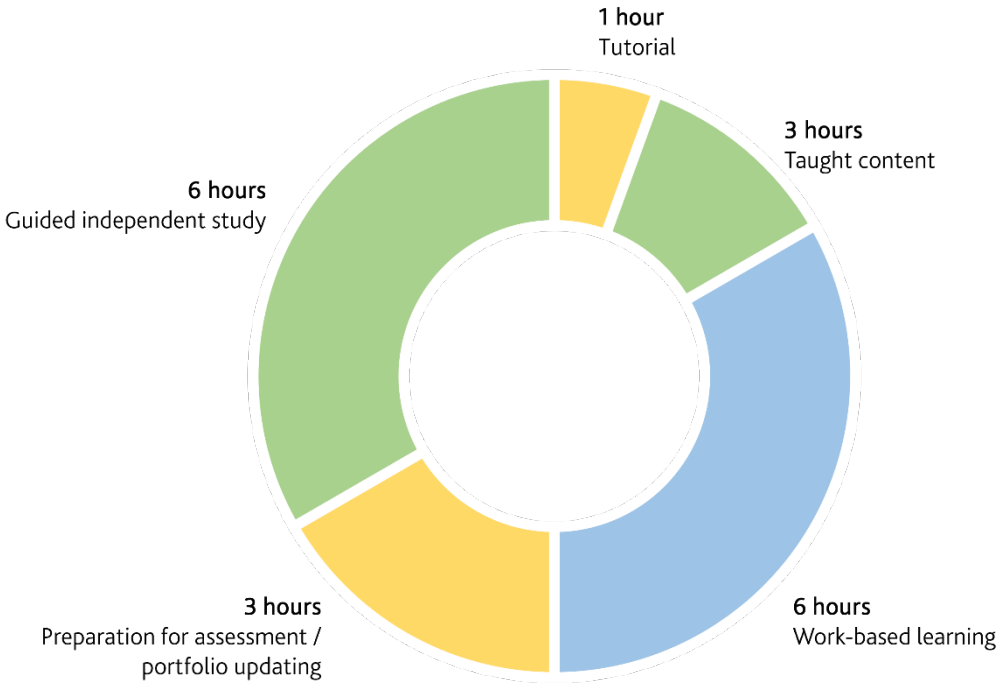
The **Professional Practice** modules require you to complete 250 hours of practice in a placement. 150 of which should be teaching, and 100 hours can be other activities associated with teaching, such as planning, marking work, attending CPD events, twilight sessions, open events, parents' evenings, trips and visits, etc.

In addition, 20 hours of the 250 should be in another location (ideally another college or provider, but *where other options are not available* another department at a large provider), which will give you a broader view of the FES landscape. In preparation for teaching in the modern context, you should also have the opportunity to practice synchronous online delivery.

Mode of Delivery for Each Module

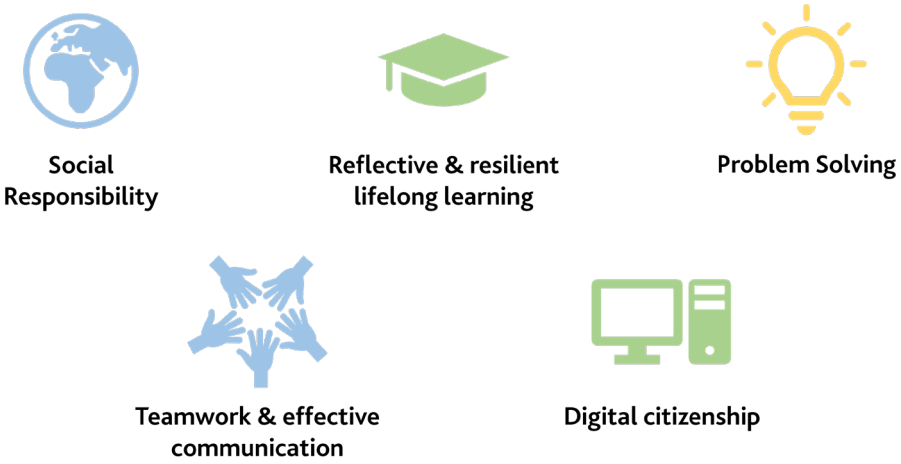
Module Code	Wholly online	Partly online	In person	Placement / WBL
DTFE2001 Teaching my Subject			•	
DTFE2002 Teaching my Students			•	
DTFE2003 Professional Practice 1				•
DTFE2004 Developing my Curriculum			•	
DTFE2005 Developing my Practice			•	
DTFE2006 Professional Practice 2				•

Hours Breakdown of a Typical Week



University Graduate Attributes

The University has a set of five graduate attributes – high level skills, qualities, and understandings – that we aim to develop in all of our students. Here we set out what this means in the context of your course and how we support you in developing and demonstrating these attributes.



Social responsibility

Graduates who are globally and socially responsible, culturally aware and understand the ethical impact of decisions.

Trainees on the DiT will have the opportunity to work in a sector that has the capacity for enormous societal impact and change. The sector is extremely diverse, and trainees will understand the importance of equitable professional practice. An awareness of the importance of ethical approaches to teaching and learning begin with the requirement of trainees to be DBS checked and run right through the curriculum, surfacing repeatedly. Safeguarding will be revisited multiple times in different contexts, and meeting student needs will be a central focus of the course.

Reflective and resilient lifelong learning

Graduates who are resilient and aspirational, intellectually curious and critically reflective lifelong learners

Trainees will become reflective practitioners through engagement with the wide evidence base for teaching in the FES sector: research and wider literature, experienced peers, and meshing these with their personal philosophies of teaching. They will develop the skills of criticality and analysis, normalising the need for them to be evidence-informed practitioners throughout their careers.

Problem solving

Graduates who can employ analytical, creative, and evaluative skills to investigate problems and propose viable solutions.

Teaching is a problem-solving profession. Trainees will encounter problems and dilemmas they will have to (re)solve related to their classroom practice (how best to teach a topic, what resources to provide, how to respond to misunderstanding, how to motivate and engage), as well as when working with colleagues and other stakeholders.

Teamwork and effective communication

Graduates who can work in teams and communicate effectively to a range of audiences.

Teaching is a people-focussed profession. Trainees will become proficient is communicating effectively with students with differential prior attainment as well as those with SEND. Trainees will also learn to work alongside other stakeholders (including colleagues, peers from other institutions, external examiners and verifiers, employers, parents/guardians, and other support services).

Digital citizenship

Graduates who have high degrees of digital capability to actively and responsibly create, communicate and collaborate online.

Trainees on the DiT will become skilled and judicious users of Educational Technology for teaching and learning. While technology is threaded through the entire course, in module DTFE2004 trainees will investigate the role of EdTech in the FES sector and will be assessed on their demonstration and evaluation of their own use of EdTech in the classroom.

How it all comes together

Annex A shows how the National Occupational Standard has been mapped against the UW Graduate Attributes. This is by no means an exhaustive account of where you will develop these attributes but gives an at-a-glance indication of how the Graduate Attributes are threaded throughout your studies on the DiT.

Alongside the taught modules, you will also be afforded the opportunity to develop and evidence your achievement of the Graduate Attributes through work with both your Subject Mentor and Personal Academic Tutor (PAT), in collaboration with other students on the course, and through completion of the online Professional Practice Portfolio.

Arrangements for Personal Academic Tutoring (PAT)

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. Your mentors will be responsible for your teaching placement observations and will report on your progress to course tutors via the e-portfolio.

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.

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 support you in your pastoral needs during the course and will liaise with the 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 put in place in consultation with the student to provide targeted support for the student. Further details on the PAT system can be found here.

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.

General communications and notices can be made through several methods including email, a Microsoft Teams group, and/or Blackboard notices.

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 DiT's predecessor 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.

Sustainability

Our commitment to a sustainable future is woven into the fabric of this program. You'll explore how to integrate sustainability concepts across various subjects, fostering environmental and social awareness in your students. We'll equip you with the knowledge and resources to create engaging lessons that encourage critical thinking and action towards a more sustainable world.

Inclusion and Support for Disabled Students

Furthermore, this teacher training program itself is designed with inclusivity in mind. We recognise the diverse needs and backgrounds of our trainees and learners, and our course materials, teaching methods, and assessments cater to a variety of environment and abilities. We believe in fostering a supportive learning environment where everyone feels valued and empowered to participate.

Attendance

Please see the University's Student Attendance Policy.

Progression

There is possible progression onto Level 6 of the BA (Hons) Education Studies at University of Worcester. Course details and how to apply can be found here: https://www.worcester.ac.uk/courses/education-studies-ba-hons

3. Assessment

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 (See Appendix 1: Level 5 Generic Assessment 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.

Assessment Schedule

Module	Formative 1	Summative 1	Formative 2	Summative 2
Year One (26/27)				
DTFE2001	Microteach	Lesson Plan & Commentary *Friday 04 Dec 2026*	Pedagogical Concept Presentation	Theory into Practice Reflection *Friday 22 Jan 2027*
DTFE2002	Discussion Board	Classroom Solution Presentation *Thursday 25 Mar 2027*	Podcast / Blog / Vlog	Action Plan & Justification *Friday 21 May 2027*
DTFE2003	Portfolio Audit		Portfolio Audit	Portfolio, Professional Discussion & Target Setting *w/c 23 Jun 2027*
Year Two (27/28)				
DTFE2004	Professional Discussion	Curriculum Evaluation Presentation *Friday 12 Nov 2027*	EdTech Demo	Ed Tech Report / Impact Review *Friday 21 Jan 2028*
DTFE2005	CPD Action Plan	Impact Report on Subject Specialist CPD *Friday 03 Mar 2028*	Peer Discussion	Poster Presentation *w/c 08 May 2028 & w/c 15 May 2028*
DTFE2006	Portfolio Audit		Portfolio Audit	Portfolio, Viva Voce & Target Setting *w/c 22 May 2028*

All assessments are returned to students within 20 working days of submission.

UW Regulations and Procedures

The full regulations governing assessment for all undergraduate and postgraduate awards are to be found in the Taught Courses Regulatory Framework.

Programme specifications for this course and all other UW courses can be found on the Academic Quality Unit webpages https://www2.worc.ac.uk/aqu/665.htm

Assessment Methods and Weightings

Module	Lesson Plan & Commentary	Theory into Practice Reflection	Presentation	Action Plan & Justification	Portfolio and Professional Discussion	Report / Impact Review
	Percentage weighting of assessment					
DTFE2001	50%	50%				
DTFE2002			50%	50%		
DTFE2003					100%	
DTFE2004			50%			50%
DTFE2005			70%			30%
DTFE2006					100%	

Use of Artificial Intelligence (AI) tools for assessment.

The University recognises that generative AI tools such as ChatGPT provides both opportunities and challenges to teaching, learning and assessment practices. The use of tools such as ChatGPT creating the content of assessments *potentially* undermines academic integrity.

Our current Procedures for Investigations of cases of Alleged Academic Misconduct makes it clear that it is the responsibility of students to ensure that the work they submit for assessment is entirely their own.

Assessments that are not a student's own work, including those produced by unauthorised use of AI programmes such as ChatGPT, would constitute an academic misconduct offence under the Procedures. Potentially this means that a student submitting such work could be subject to a significant penalty, such as reductions in marks, loss of the right to reassessment, or withdrawal from the University.

There may be some assessments where the use of AI tools is permitted, your module tutor will have communicated this clearly to you in advance. Unless this is the case you should assume that the use of any AI tools for creating the content of an assessment is not permitted.

It is really important that the work you submit for your assessments is your own work; the purpose is to assess your understanding and your learning. It is also important to be transparent about the sources and tools you have used as references. If for any reason you are unsure of using particular sources or tools, please speak to your module tutor or course leader.

Submission Deadlines and Late Submission

If you submit course work late but within 7 days (one week) of the due date you will have your work marked but the grade will be capped at D- (recorded as L1 grade). All assignments submitted later than 7 days (one week) will not be marked and a grade L2 will be recorded.

You are expected to submit all assignments by the due date. If you have mitigating circumstances that prevent you from meeting the due date you should submit a claim within 7 days of the due date. You will be expected to provide evidence to support the claim which covers the period immediately leading up to the assessment.

PLEASE NOTE:

- You must submit all items of assessment for a module in order to pass.
- If you do not submit an item of assessment, you will automatically fail the module regardless of any overall mark achieved.
- If you achieve an H or L2 grade, you will automatically fail the module regardless of any overall mark achieved.

A transcript of results will be available on-line via your Student Homepage once marks have been agreed. To view your results, click on the 'My Results' Tab when using your SOLE page.

Formative Assessment

This course provides opportunities to test your understanding and learning informally through the completion of practice or 'formative' assignments. Formative assessments do not carry a grade contributing to the final overall grade for the module. Formative assessments may include peer-assessment and self-assessment as well as tutor-assessments. Summative assessments also have a formative function through the feedback you receive.

Reassessment

If you fail a module, you will be given an opportunity to retrieve the failure. The formal reassessment period for undergraduate courses for 2025/26 academic year will be mid-July 2026. You will be advised of your hand in date for resubmissions after the exam board have met, with a formal deadline of 3.00pm for any course assessments to be submitted.

Module outlines will provide you with information on the arrangements for reassessment for each module and its assignments. Reassessment in a module will mean resitting the assessment item(s) that have been failed and will normally involve the completion of new tasks.

External Examiners

All courses delivered in Universities and Higher Education Institutions (HEI) in the UK have an External Examiner. An External Examiner is normally an experienced academic from another University or HEI, or in some cases a senior professional practitioner. The External Examiner's role is to provide confirmation that the academic standards of your course are similar to those on comparable courses at other Universities and to give an external perspective on the quality of your course. They do this in a number of ways:

- They are involved in reviewing course work assignments and examination questions set for the course and providing an independent view of how appropriate they are for the course.
- They are involved in moderating student work. They do this by receiving a sample of student work from across the different grades for each module/unit. The purpose of moderation is to check the standards of marking and to form a view on student achievements.
- They attend the University's assessment (examination) boards, which is where grades for modules are confirmed.

- They provide an annual report to the University, on the academic standards, assessment arrangements and quality of the course. This report is written for your tutors but is also made available to students on the course, and is discussed with Course Representatives at Student Staff Liaison Committee (SSLC) meetings.
- They meet with the course team and may meet with students to talk about the course.

The current External Examiner for your course is **Dan Williams**, Course Leader, PGCE in Post-14 Education, University of Derby.

Please note that it is not appropriate for you to contact the External Examiner directly and that External Examiners do not discuss individual student performance. If you have concerns, please refer them to your Personal Academic Tutor or Course Leader in the first instance.

Further information on the role of the External Examiner regarding moderation of marking can be found in Section 13 of the UW Assessment Policy.

Further UW Regulations

The following hyperlinks provide information on UW regulations and procedures relating to alleged academic misconduct, mitigating circumstances, complaints and appeals.

- Investigation of cases of alleged academic misconduct
- Exceptional mitigating circumstances
- Student complaints procedures
- Student academic appeals procedures

Complaints Procedure

[The text of the following two paragraphs is taken from the BMet Complaints Policy]

BMet welcomes the opportunity to resolve issues with any aspect of its services and sees this as an integral part of its drive to meet the needs of students and the wider community. The college will view complaints positively as part of customer feedback and seek to put improvements in place as a result of complaints.

The college also aims to ensure that any problems experienced by students, parents, carers, guardians, employers and members of the community are resolved as fairly and as quickly as possible. Complaints may be submitted in written or electronic format via letter, email or by completing a Customer Complaint form. Support can be made available to anyone requiring help to capture their complaint in writing via the Quality team. Wherever possible, complaints should be dealt with via Informal Resolution. Usually only when this route fails to bring about a resolution should the Formal Complaints procedure be initiated.

A University of Worcester partner student who is not satisfied with the outcome of their formal complaint to the College may request a final internal review through Stage Two of the University's Complaints Procedures by writing to the University's Complaints Officer. The request should be made within 10 working days of receiving the outcome from the College of the above Stage 2 Formal Complaint, and clearly outline the reasons for taking matters to the University of Worcester's Stage Two. Requests for review received later than this will not be considered. The full process can be followed here: Student complaints procedures

The University of Worcester's Complaints Officer will acknowledge receipt of the student's request to review a complaint within three working days. The University will request a full copy of the College's complaints file to be received within 10 working days. Completion of Stage 2 of the University's procedures forms the final stage of the Student Complaints Procedure and the University will normally issue the student with a Completion of Procedures letter.

4. Course Management and Student Representation

Student Academic Representation

Worcester Students' Union and the University of Worcester are committed to ensuring that all students can influence and shape the course they study and enhance the learning experience for current and future students. Further detail of the work of the Students' Union can be found here: Student Academic Representation

All students are further represented at **Student Staff Liaison Committees** by at least one elected Course Representative. The role of a Course Rep is to represent the views and concerns of the cohort and to make suggestions about how their course might be improved.

The Student Staff Liaison Committee (SSLC)

The Diploma in Teaching Student Staff Liaison Committee meets twice per year and the membership is:

- Deputy Head of Department (UW Institute of Education)
- DiT Course Coordinator (UW)
- DiT Course Leader(s)
- UW Link Tutor (Chair)
- DiT Course Administrator
- ILS representative
- Module Tutors
- Course Rep(s)

The terms of reference of the committee are to:

- advise Course Leaders on planning, organising, reviewing, and developing the course.
- contribute to, monitor, and review the Self Evaluation Document (SED)
- review the operation of the course and make recommendations its improvement (alongside PGB).
- approve course modifications and developments that do not require revalidation.
- develop the brief for External Examiners and moderators each year.
- respond to External Examiner reports.
- receive and respond to feedback from trainees, recent graduates, and subject specialist mentors on matters relating to Library and Learning Services and resources.

Partnership Governance Board (PGB)

This is a Partnership group consisting of members from university and partner teaching settings. The group meets three times per year. Membership includes Head of Department, Head of Partnership, Course Coordinator, Course Leaders, teaching representatives to include members of teaching setting management teams and mentors. Its role is strategic and complements the role of the Student Staff Liaison Committee.

The remit of the PGB is to:

- have one meeting per term.
- contribute to and review/comment on the self-evaluation document (SED).
- review annually the partnership agreement.
- agree the course calendar each year.
- contribute to the long-term planning of the course.
- advise on overall course issues.
- approve and review mechanisms for quality assurance.

- develop/review evaluation strategies and review their operation.
- review evaluations (trainee/mentor/tutor) to inform themes to take forward.
- discuss the self-evaluation of mentor training to inform future events.
- determine the criteria for selection/de-selection of teaching settings.
- meet with OFSTED inspectors during inspections.

In addition, members may be consulted by the Course Leader for specific advice in relation to any major professional issues with course development, course operation, teaching settings, trainees, or tutors.

Module Evaluation Policy

Trainees will be asked to complete a module evaluation for each module they take. All modules will be formally evaluated using a standardised anonymous questionnaire administered towards the end of the module, via the Explorance Blue online survey system. (See the Module Evaluation Policy)

The purpose of module evaluation is to enhance the student learning experience in order to make continuous improvements to levels of student satisfaction, engagement, and student success. Obtaining student views on their learning experience, through formal and informal mechanisms, is central to module evaluation.

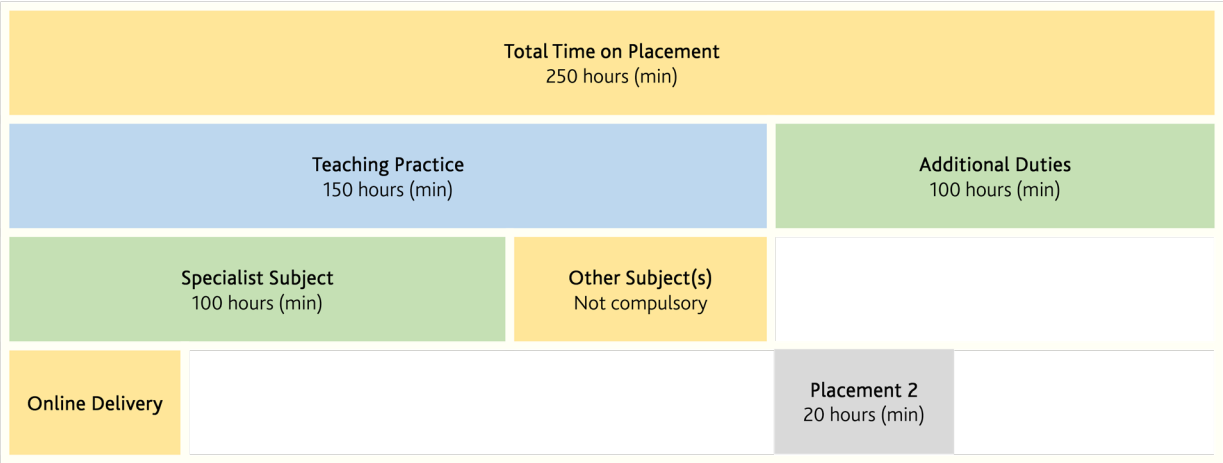
The module leader will then provide results and discuss with students' possible actions in response to the evaluation outcomes, provide an action plan if required to address areas for improvement raised by students. Actions and responses will then be summarised in the module outline for the next occurrence of the module. The Course Leader will provide a summary of results and proposed responses for the Student Staff Liaison Committee if appropriate.

5. Work-Based or Placement Learning

Your placements are integral to you achieving your Diploma. All aspects of your Work-Based Learning (i.e. Teaching Placement) are detailed in the **Professional Practice Handbook** which can be found here.

The table below outlines the makeup of the 250 hours of time to be spent in placement. Many trainees will complete more than this minimum requirement and will benefit greatly from the additional time spent in placement.

YEAR ONE & TWO COMBINED



Management of Partnership Teaching settings

In agreeing with individual teaching settings that they are eligible to become/remain as partners the partnership specifically seeks teaching settings which meet the following criteria:

- a strong commitment to contributing to high quality training in partnership.
- willingness to take on the responsibilities and commitments the course demands.
- ability to provide appropriate models of good teaching.
- have a positive and supportive environment for staff, trainee teachers and learners.
- are committed to equality of opportunity.
- comply with Health & Safety at work legislation.

The partnership will also consider the following:

- the overall performance and achievement of the teaching settings.
- the performance and achievement of individual subject departments who intend to train trainees.
- their experience of ITT and commitment to the partnership model.
- trainee teacher evaluations of placement provision which will form evidence for discussion with teaching settings about their involvement.
- the relevance of the curriculum; approaches to teaching, learning and assessment.
- departmental arrangements and the opportunities and support available for trainee teachers in relation to whole teaching setting policy and practice and specialist subjects.

The Process of Selection/De-selection of Teaching settings

The process will be reviewed by the Partnership Governance Board. If a teaching setting is identified as not meeting the responsibilities outlined in the Partnership Agreement, then the university has the right to de-select the teaching setting and withdraw trainee placements. The Course Leader (or Course Coordinator) will discuss the situation with the relevant teaching setting and offer appropriate support to avoid de-selection where possible.

If a teaching setting is judged by Ofsted to be 'inadequate' during a placement a risk assessment will be conducted to determine if alternative provision is required based on the needs of the trainee, the teaching setting and the learners involved.

Withdrawal of Placement

Any concerns regarding trainee progress will be raised initially with the Course Coordinator and Personal Academic Tutor in agreement with the senior manager at the teaching setting at the earliest opportunity and before any formal process is put into action. This procedure should be viewed as a positive step to support and address issues in a structured manner and to enable you to achieve the Diploma in Teaching.

In the event of a major sudden crisis, for example professional misconduct, that requires your exclusion from the placement, the Course Leader should be contacted immediately. In the event that a teaching setting is unwilling for you to continue, the partner college or University may attempt to find an alternative placement if the cause is considered to have mitigating circumstances. This will be done openly, acknowledging that if a new placement cannot be found, the student's place on the course will terminate.

Please note a teaching setting has the right to withdraw a placement at any time but teaching settings must be aware of the consequences for the trainee.

At any stage in this process if you asked to leave the course, counselling through the University 'Counselling and Mental Health Service' will be offered.

Withdrawal from the Course (Permanent or Temporary)

Should you wish to withdraw from the course, you should speak initially to your Subject Mentor before any formal process is put into action with your Personal Academic Tutor. Once this conversation has happened you will be advised to use the Withdrawal from Study Form in the Course Information section on your SOLE page.

Please note that records cannot be updated until Registry has received your completed form. This means that you will still be liable for fees until the form is completed, and that you will still be expected to submit work in this period. If we do not have the form to action, your results will stand for any work due.

If you feel that you need to take a temporary break from your studies, you also need to complete the form. However, this should only be for serious reasons such as ill-health, as there may be consequences to consider. For instance, we may not be able to guarantee you a teaching setting placement when you return. Also, there are financial implications e.g. you are not normally able to claim benefits whilst you are not on the course.

Trainees MUST complete and pay for a new DBS check BEFORE returning from any period of temporary withdrawal. Failure to do so will result in NO allocation of placement. If temporarily withdrawing, please be aware that there is a maximum period of registration for any course. This means that you have to complete your course within a specific time.

Please remember to check your university email account as this will be the method of communication we use to contact you.

Mentors and tutors in our partner colleges are well trained and details of their roles and responsibilities can be found in the **Partnership Handbook**. You may also wish to review the University of Worcester Policy on the Management of Placement and Work-based Learning

6. Resources & Services

BMet Library Services

BMet has a Library/ Learning Resource Centre (LRC) and open access IT areas located on each main campus:

James Watt Campus on the ground floor
Matthew Boulton on the third floor
Sutton Coldfield on the ground floor of the main building

The service offers the following resources:

- Books and ebooks
- Magazines and journals and e-journals
- Online reference resources
- Look4 – search and reserve items
- Drop in PCs
- Printers/photocopiers
- Study tables

LRC Staff are available (during advertised opening hours) to support students with accessing resources, referencing techniques and general IT support. From LRC Learner Landing page you can access an induction to the Library/LRC as well as a FAQ page which includes basic information about using the service and helpful user guides about the resources.

Matthew Boulton has an HE study room located on the second floor for HE and Access to HE students only.

Please view the LRC Learner Landing pagefor more information including opening hours and contact information or contact:

jameswattlrc@bmet.ac.uk/ 0121 446 4545 ext.2230.
matthewboultonlrc@bmet.ac.uk/ 0121 446 4545 ext.8036
suttoncoldfieldlrc@bmet.ac.uk/ 0121 446 4545 ext.

BMet College IT Services

As part of the partnership, you will receive an account for both the University of Worcester, which will be key to your studies and the main source of module information and resources including the submission of work, and an account for Bmet College, which can be utilised to access additional learning resources and is needed to access computers whilst on campus at any of the BMet sites.

Informational about accessing BMet IT systems can be found on the Learner Landing Page.

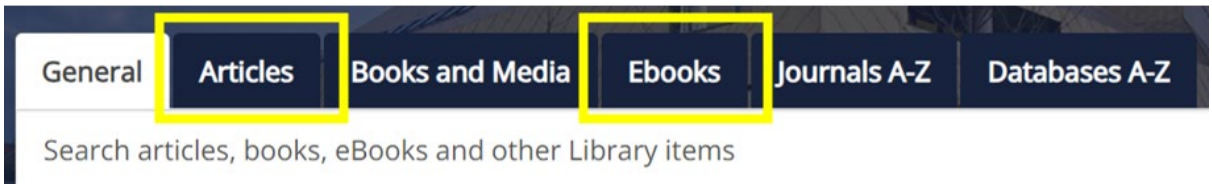
University of Worcester Library Services

Library Services provides you with the books, journals and other online resources that you need to succeed on your course; supplementing the resources available to you via the Learning Resources Centre (LRC) at BMet College

Online resources and recommended reading

Start your reading by looking at the resource list in each of your Blackboard modules. These contain key readings recommended by your course team. You will find lots of ebooks and online journal articles from the University of Worcester- click the View Online links. There will be some books on your reading list that are not available online. You will be able to borrow these from the Learning Resources Centre at BMet College.

Library Search gives you access to books and articles beyond your resource list. Focus your search to online articles or ebooks using the tabs:



The Library Services subject guide for Education is the place to look for specialist resources. It includes links to education research, curriculum, government policy, legislation, statistics, current awareness and classroom teaching ideas.

If you need a journal article that is not available via the University of Worcester Library Services or via BMet College LRC, we may able to supply it via our inter-library request service. If you need the occasional book that is not available online but is available in print via University of Worcester Library Services, we can arrange for the book to be posted to you. You will need to pay to post it back to us on time. Be aware that postal loans take time to arrange.

If you struggle to read print comfortably due to dyslexia, autism, ADHD, a visual impairment or physical disability then Bookshare might help. There are also tools available if you prefer to listen to ebooks.

Referencing in your academic work

Referencing is an important part of your academic writing. It enables you to show what you have been reading, and how it has influenced your thinking and reasoning. For your assignments, use Harvard Cite Them Right 12th edition. The Library Services referencing webpage provides links to the referencing guides you need, as well as links to guidance on academic integrity and the University assessment policy. If you are permitted to use artificial intelligence in preparing for your assessments, you will need to know how to acknowledge it. Our

Academic Liaison Librarians can help with guidance on referencing, reference management tools and reference generators at any point in your course.

Guidance and Advice

Our Academic Liaison Librarians will teach skills throughout your course which will enable you to find, organize, evaluate and reference information effectively.

Quick queries

Got a quick query about finding or using sources, or about referencing?

- Search our Frequently Asked Questions
- Email the Ask a Librarian team: askalibrarian@worc.ac.uk
- Live chat with a librarian, 12-5pm Monday to Friday and 12-2pm on Saturdays during term time.

For more in-depth guidance

Book a place on one of our discovery sessions. These online, interactive webinars cover a range of topics including searching for sources, referencing sources, using University of Worcester ebooks, support for systematic reviews and much more.

Book an online appointment with your academic liaison librarian. Contact your librarian by email if you would prefer an in-person appointment in Worcester.

Your academic liaison librarians are:

Sarah Purcell
s.purcell@worc.ac.uk

Ros Sykes
r.sykes2@worc.ac.uk

Jo Dunn
j.dunn@worc.ac.uk

Tom Mandall
thomas.mandall@worc.ac.uk

Library Services videos, screencasts and social media

Follow us on Instagram, TikTok and YouTube. Search @UWLibraryServices

The Hive

If you are visiting Worcester, we would love to see you in The Hive. The Hive is Worcester's joint university and public library. The Hive has a café and toilets; print books; study spaces; wifi (select EduRoam from the options available), computers and printers; an interesting events programme for all ages; and the largest children's library in the Europe.

If you wish to borrow books, your University of Worcester student ID is your library card. If you uploaded a photograph to SOLE when you registered, you will find your ID card on your MyDay page. Show this to a colleague in the Hive wearing a black top and gold lanyard and they will issue your books to you. If you did not upload a photo you can still borrow. Tell the librarians that you do not have your student ID with you and show some other ID so we know who you are.

Before you visit you might like to look at:

- Opening hours and parking information
- Sensory guide to The Hive

Using other libraries

You have access to other participating University Libraries (including University Libraries in Birmingham) via the SCONUL Access scheme. If you are living and studying outside Worcestershire, you can apply to the SCONUL Access scheme as a distance learner studying with the University of Worcester. Most libraries will let you borrow books and visit the library for reference purposes. Please remember this is at the host library's discretion.

Technology Enhanced Learning Unit (including Blackboard)

tel@worc.ac.uk
www.uwtel.co.uk
https://twitter.com/UW_TEL

University of Worcester IT Services

University of Worcester IT Service Desk can be contacted in the following ways:

- Via phone: 01905 857500 (08:30 – 17:00 Monday – Friday)
- Via the online portal at www.worc.ac.uk/it
- Via online chat at www.worc.ac.uk/it
- Face-to-face on Level 1 of the Peirson Study and Guidance Centre (09:00 – 17:00 Monday to Friday)

Extended hours IT support

The IT Service support phoneline opening hours cover **5pm - 9pm on weekday evenings** and also **8am - 9pm on weekends and bank holidays**.

This service known as NORMAN operates in partnership with the University of Northumbria who run this service for many UK higher education institutions but with access to our knowledge base and basic systems, specific to Worcester.

IT Major Incident Procedure

In the event of a major system failure, communications will be via the email system and/or the UW and IT web pages.

Other UW Services

Registry Services is the central academic and administrative support department of the University for staff and students.

Student Services is the central department that provides non-academic support of students ranging from accommodation, through to welfare, disability and careers services.

Worcester Students' Union provides independent, confidential and impartial advice to all students of the University of Worcester. Representation is available to students regarding complaints, academic misconduct, fitness to practice or any other university meeting where a student feels they would like support.

firstpoint is the first point of contact for all student enquiries, e.g. student support, accommodation, fees and finance, registration, ID cards, disability support, study abroad, module choice or any other matters concerning student life at Worcester. This service is based in the Peirson Study and Guidance Centre on the St John's Campus.

The Centre for Academic English and Skills offers all students free advice and support with academic writing and presentations. Tutors can help you write more effectively and advise you on your critical writing skills and use of academic vocabulary, grammar, style, referencing and more. There are other options you can take to develop the knowledge and skills needed to teach English as a foreign language. Email english@worc.ac.uk for more information or to book time with a tutor.

The Study Skills website brings together links and advice across the range of academic skills that you will need including advice on starting at university and studying at university. Successful students use high quality books and research resources, read widely and write critically.

Standard and non-standard semester dates for 2024/25 are available here

Appendix 1: Level 5 Generic Assessment Criteria

L5	A	B	C	D	F	G
Relationship to assessment criteria	Exceptional response to the assessment criteria for the task	Strong response to most of the assessment criteria for the task	Good response to most of the assessment criteria for the task	Adequate response to main assessment criteria for the task	Weak response to main assessment criteria for the task	Very poor response to main assessment criteria for the task
Knowledge and understanding	Exceptional breadth and depth of knowledge together with very strong clear independent critically evaluative understanding	Knowledge demonstrates thorough depth and breadth of learning together with independent critically evaluative understanding	Knowledge demonstrates good depth and breadth of learning together with emerging independent critically evaluative understanding	Knowledge sufficient to demonstrate sound learning with some standard critically evaluative understanding	Weak or insufficient knowledge and understanding to demonstrate effective learning	Very poor knowledge and understanding indicating ineffective learning
Evidence of independent study and relevant academic sources	Goes well beyond what is taught in reading/researching to inform learning	Evidence of insight in selection and use of material to go beyond what is taught	Good breadth of understanding of taught content and set reading/ references	Relies on adequate selection of set materials/standard readings and references	Limited evidence of use of set materials/relevant academic sources and references	Very little evidence of set materials/ relevant academic sources and references
Application of disciplinary analysis	Authoritative grasp of disciplinary concepts and analysis to issues and problems	Ability to relate facts/disciplinary concepts together and apply good disciplinary analysis to issues and problems	Responses are relevant to subject matter and show evidence of disciplinary analysis albeit with some limitations	Responses are relevant to subject matter but balanced to descriptive and derivative rather than disciplinary analysis	Little evidence of ability to apply disciplinary conceptual understanding	Very limited disciplinary conceptual understanding
Communication skills	Excellent communication/ presentation skills, appropriate to audience, and demonstrating clarity and judgement in conveying understanding and meaning through accurate written English/spelling, punctuation and grammar	Very good communication/ presentation skills, appropriate to audience to convey meaning, demonstrating strong competence, clarity and judgement, using accurate written English/spelling, punctuation and grammar	Communication/ presentation of information/ evidence to convey understanding and meaning demonstrates competence, accuracy in written English/spelling, punctuation and grammar, and clarity.	Competent accurate communication/ presentation of information/ evidence to convey understanding, possibly with some weaknesses, including written English/spelling, punctuation and grammar	Communication is inaccurate, incomplete or otherwise problematic in conveying understanding. Very poor communication indicating incoherence and/or seriously incomplete understanding. Inaccuracy in English/spelling, punctuation and grammar which impedes understanding of content	Very poor communication indicating incoherence and/or seriously incomplete understanding. Many inaccuracies in English/spelling, punctuation and grammar which impedes understanding of content
Quality of argument	Significant ability to construct and sustain evidence-based arguments, through excellent synthesis and critical interpretation of scholarly reviews and/or primary evidence	Arguments logically constructed, coherent and evidence-based on synthesis of scholarly review of a range of academic sources and critical insight	Logically constructed coherent argument, using scholarly review of academic sources, with some insight but possible weaknesses in structure/evidence	Logically structured coherent argument with supporting evidence, using scholarly review of academic sources, but with some weaknesses/gaps	Argument/ explanation is weak and poorly constructed, and/or unsubstantiated	Very poor argument/ explanation, lacking in logic and/or unsubstantiated
Relevant technical / creative / transferable skills development	Exceptional demonstration of relevant technical/ creative/ transferable skills in managing and developing own learning and making decisions in complex contexts	Very good demonstration of relevant technical/ creative/ transferable skills in managing and developing own learning and making decisions in relatively complex contexts	Sound demonstration of relevant technical/ creative/ transferable skills outside of areas in which first studied	Adequate demonstration of application of relevant technical/ creative/ transferable skills outside of areas in which first studied	Weak evidence of relevant skills development or application	Seriously lacking in evidence of skills development or

Annex A: Standard Mapping Table

KSBs		Theme	Duties	Module Code						Graduate Attribute
				2001	2002	2003	2004	2005	2006	
Knowledge										
K1	The pedagogical theory and how to apply this theory to practice	Teaching	8	•		•	•		•	
K2	How to support contextualized opportunities to develop English and Maths	Teaching	3, 8				•			
K3	The principles of designing, planning, and organising curriculum	Planning	4				•			Reflective & resilient lifelong learning
K4	Methods for creating and adapting inclusive learning resources	Planning	5, 8	•			•			Problem Solving
K5	Evidence-informed inclusive teaching, learning and assessment strategies	Learner Progress	1, 2, 3, 4	•			•			Reflective & resilient lifelong learning
K6	Strategies to engage and challenge all learners	Learner Progress	2, 3, 4	•	•		•			
K7	How to implement ongoing initial and diagnostic assessment to inform planning and progression	Learner Progress	4, 5, 9	•			•			Problem Solving
K8	Techniques to involve learners in taking ownership of their own progress	Teaching	2, 9	•	•					
K9	Principles and practices of assessment and feedback	Learner Progress	1, 2, 3, 4	•						
K10	How to promote and foster a safe and supportive learning environment	Learner Support, Wellbeing & AIG	5, 7		•					Social Responsibility
K11	Barriers to learning, and ways to overcome them and adapt teaching, learning and assessment	Learner Support, Wellbeing & AIG	6		•					Problem Solving
K12	The range of support available for learners related to health, wellbeing and safeguarding	Learner Support, Wellbeing & AIG	6		•					Social Responsibility
K13	Sources of current information, advice, and guidance to support progression opportunities for learners	Learner Support, Wellbeing & AIG	9		•					
K14	The requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks	Regulation & Guidance	3				•			
K15	Techniques to develop collaborative relationships	Communication	3, 5, 6			•		•	•	Teamwork & effective communication
K16	Communication techniques and how to adapt these for different audiences, including leading difficult conversations	Communication	3, 5, 6		•					Teamwork & effective communication
K17	Coaching and mentoring principles and techniques	Communication	4		•	•			•	Teamwork & effective communication

K18	Strategies for quality improvement	Professionalism	4			•		•	•	Reflective & resilient lifelong learning
K19	Ways to access personal and professional development, and to maintain sector and/or subject specific currency	Professionalism	3, 4, 8			•		•	•	Reflective & resilient lifelong learning
K20	Advances in digital, online, and emerging technologies and their application in the teaching environment and principles of digital and online safety	Technology	3			•	•		•	Digital citizenship
Skills										
S1	Integrate subject and pedagogic research into teaching activity to enhance teaching and support changes of practice	Teaching	2, 4, 9	•			•	•		Problem Solving
S2	Identify, consider and take steps to minimise the impact of barriers to learning	Teaching	3		•		•			Social Responsibility
S3	Contextualise English and mathematics in a way that promotes understanding of key topics	Teaching	2, 3, 4				•			
S4	Use a variety of teaching and assessment methods depending on the learning environment and learners' needs	Teaching	3, 4	•	•	•	•		•	Reflective & resilient lifelong learning
S5	Encourage learners to set challenging goals	Teaching	9	•	•		•			
S6	Promote understanding of equality and diversity and sustainable development	Teaching	5				•			Social Responsibility
S7	Demonstrate through their teaching the wider context (policy, economic, societal, technological, legal, cultural and environmental) of the subject, recognising the implications for professional practice	Teaching	3, 4		•	•	•	•	•	Social Responsibility
S8	Design and use resources that are inclusive and add value to learners' development	Planning	5	•	•					Social Responsibility
S9	Engage and inspire all learners	Learner Progress	3	•	•		•			
S10	Identify and set outcomes to enable each learner to achieve or exceed targets	Planning	1, 2	•	•		•			Problem Solving
S11	Provide ongoing learner feedback	Learner Progress	2, 4	•						
S12	Use the results of initial and diagnostic assessment to plan learning and differentiated support at the start of and throughout the learners' journey	Planning	9		•					Problem Solving
S13	Encourage learners to develop: autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others, essential employability skills, a solutions mindset, and the ability to create change	Planning	5, 7		•					Social Responsibility
S14	Use assessment data to regularly review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners	Planning	6, 9		•		•			Problem Solving
S15	Support the implementation and execution of safeguarding procedures and promote the welfare of children, young people and/or adults in accordance with statutory provisions	Learner Support, Wellbeing & AIG	3, 4		•					Social Responsibility
S16	Prepare learners for their transition through education, further training, and into employment	Learner Support, Wellbeing & AIG	9		•		•			Social Responsibility

S17	Comply with internal and external regulations, legislation and guidance, such as: teaching, learning and assessment, recording, storing and sharing information relating to learners	Regulation & Guidance	4, 7		•		•			
S18	Adapt communication style, method, and terminology to reflect the needs of the audience including individual learners, colleagues, stakeholders	Communication	4, 5, 6, 7			•			•	Teamwork & effective communication
S19	Engage learners to establish standards of behaviour, mutual respect and safe working	Communication	4, 5, 6, 7		•					Social Responsibility
S20	Challenge learners to address inappropriate behaviour or viewpoints	Communication	4, 6		•	•			•	
S21	Continually update and maintain their own knowledge and skills as a teaching professional and a subject specialist as part of managing their own continual professional development (CPD)	Professionalism	9					•		Reflective & resilient lifelong learning
S22	Be proactive in seeking and responding to feedback from varied sources including learner voice, peers, colleagues, employers and stakeholders to improve own practice	Professionalism	4, 5			•		•	•	Teamwork & effective communication
S23	Manage workload through preparation and prioritisation, time management, and responsiveness to change	Professionalism	8			•		•	•	Problem Solving
S24	Act within, the statutory frameworks which set out their professional duties and responsibilities	Regulation & Guidance	7		•	•			•	
S25	Use innovative and up to date digital and online technologies in a way that is safe to improve teaching, learning and assessment	Technology	3, 4	•		•	•		•	Digital citizenship
Behaviours										
B1	Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control	Professionalism	8			•		•	•	Problem Solving
B2	Underpin their practice by reference to professional standards and evidence-based teaching and learning	Professionalism	3, 8			•		•	•	Reflective & resilient lifelong learning
B3	Committed to continuous professional development	Professionalism	3, 8					•		Reflective & resilient lifelong learning
B4	Act in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders	Professionalism	6			•			•	Social Responsibility
B5	Act in a manner that is ethical, fair, consistent and impartial, valuing equality, diversity and champion British values within professional boundaries	Professionalism	5		•	•	•		•	Social Responsibility
B6	Model sustainable practices and promote sustainable development principles, values and goals in relation to their subject specialism	Sustainability	8			•	•		•	Social Responsibility

Annex B: Occupational Duties

Duty	KSBs
Duty 1 Promote a passion for learning and set high expectations of all students and support their personal and skills development	K5 K9 S10
Duty 2 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
Duty 3 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
Duty 4 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
Duty 5 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
Duty 6 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
Duty 7 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
Duty 8 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
Duty 9 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

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