

## Programme Specification for Diploma in Education and Training

<b>This document applies to Academic Year 2022/23 onwards</b>
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1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	Halesowen College
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award or awards</b>	Diploma in Education and Training (DET) Certificate in Education and Training (CET)
5.	<b>Programme title</b>	Diploma in Education and Training (DET)
6.	<b>Pathways available and/or Linked Honours Degree progression route/s</b>	N/A
7.	<b>Mode and/or site of delivery</b>	<b>Halesowen College</b> Standard Taught course
8.	<b>Mode of attendance and duration</b>	Two years, part-time
9.	<b>UCAS Code</b>	N/A Students apply for this course directly to Halesowen College.
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">Professional Standards for teachers, tutors and trainers in Education and Training (ETF, 2014)</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	Approved at ASQEC July 2021 August 2021 – AQU amendments August 2022 – Summer updates August 2022 – AQU amendments

### 12. Educational aims of the programme

Further education is a vast, vibrant and diverse sector of the country's education system. It provides young learners and adults with opportunities to access initial and second chance learning opportunities; flexible progression routes to higher levels of academic and vocational qualifications and personal and work skills which can transform lives. Further education needs inspirational, skilled and knowledgeable teachers who can work effectively with diverse groups and engage learners to develop their own passion for learning.

The Diploma in Education and Training (DET) reflects a commitment to enhancing professionalism in the 14 plus education field, which includes Further Education Colleges, Secondary Schools, Specialist Schools, Universities, Sixth Form Colleges and Adult Community Centres (hereinafter referred to as "post-compulsory education").

The programme aims to educate student teachers to meet the [Professional Standards for Teachers and Trainers in Education and Training \(2014\)](#) and requirements of the [ITE Inspection Framework \(2020\)](#) and to provide the opportunity to gain 60 credits at Level 4 and 60 credits at Level 5.

To achieve this, the Diploma in Education and Training programme aims to:

- 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;
- encourage a culture of dual professionalism supporting the effective use of pedagogical content knowledge;
- develop confident, critical and reflective practitioners;
- inspire students to be effective communicators who can work in a collegial manner;
- nurture research-informed intellectuals who promote a love of learning;
- nurture socially, culturally and globally aware practitioners;
- develop resilient professionals who can demonstrate high standards of personal conduct and understanding of relevant legislation and codes of practice.

Students have a range of experiences depending on subject, setting and individual aspirations. The programme is designed to enable all students to become autonomous learners. It is designed to support students of varying experiences, needs and backgrounds; develop their key/transferable skills; disseminate good practice in learning and teaching; and monitor the quality of the student experience. The programme is designed to enable students to acquire the knowledge and skills they need to teach in a range of contexts within the sector. 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.

The course will benefit those who are in employment and those who seek to start a new career in the teaching profession to gain a nationally recognised teaching qualification. It requires students to have a minimum of 100 hours of teaching over the duration of the course (30 hours at Level 4 in the first year and 70 hours at Level 5 in the second year). This can be on a voluntary basis or as part of contractual teaching hours. Students will need to successfully pass the teaching practice at Level 4 and Level 5.

The principles of practice are underpinned by reference to theory and the linking of the two is critical to success on the course. The course encourages students to achieve through activities which are directly related to their own teaching context. Students are assessed through a variety of assessment tasks which evidence teaching practice with reflective commentary which places this evidence into a theoretical framework. It is also a requirement that all students pass the practical teaching elements of the course. Student teaching practice will be observed eight times over the duration of the DET (four at Level 4 and four at Level 5).

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

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

On this course, students will be taught by face-to-face sessions and, where appropriate, online. Each taught module involves students learning new content, applying it to their teaching practice and reflecting on practice. This approach deepens understanding and encourages students to share their teaching practice experience in a collaborative learning style. Students will be taught through whole group lectures, seminar groups, self-directed independent study in the workplace and virtual learning environment platforms.

<b>Knowledge and Understanding</b>		
<b>LO no.</b>		<b>Module Code/s</b>
1.	On successful completion of the named award, students will be able to: Demonstrate knowledge and critical understanding of inclusive practice, curriculum approaches and subject-specific pedagogy within the 14 plus educational field	LLQT2517 LLQT2518
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	LLQT1416
3	Work with stakeholders, use the knowledge and understanding of lesson observation formats to plan and deliver effective lessons	LLQT 2903

<b>Cognitive and Intellectual skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
4	Employ academic skills, including the ability to engage in and reflect upon practice/ work-based enquiry and implement diverse forms of assessment within practice	LLQT2518
5	Employ collaborative and independent learning and research skills to analyse, evaluate and challenge contemporary research, policy and literature in the sector and wider communities	LLQT2518 LLQT2517

<b>Skills and capabilities related to employability</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
6	Implement skills learnt on the course within the workplace in a collegial manner to develop and implement an inclusive curriculum	LLQT2517
7	Undertake training, develop existing skills, and acquire new competences that will enable students to demonstrate personal and professional responsibilities	LLQT2518 LLQT2903
8	Plan, deliver and reflect on teaching practice using the Professional Standards and legislative requirements	LLQT2903

<b>Transferable/key skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
9	Communicate information, ideas, arguments, analysis and feedback, effectively in a variety of forms to stakeholders	LLQT1416
10	Develop qualities and transferable skills, for example, organisational and digital skills and qualities of adaptability, inclusiveness and empathy, for employment and progression to other qualifications	LLQT2518
11	Use digital skills in the delivery of lessons to recap on previous learning and to introduce new skills and knowledge within and beyond the learning and teaching cycle	LLQT 1415

## **Learning, teaching and assessment**

### **Teaching**

Taught sessions will focus on a collaborative learning approach through group work, discussions, practical and academic tasks and peer teaching. This will allow students to share experiences and learn from each other in a very practical driven learning environment. Students will be expected to undertake independent study on academic and practical tasks outside class hours. Collectively the teaching philosophy aims to develop the independent learning capabilities that will equip students for lifelong learning and future employment, as well as academic achievement. Teaching will also develop students' reflective writing skills, so that they can effectively reflect on their own practice and incorporate theoretical principles to underpin changes.

Formative and summative assessment strategies provide a variety of assessment types and opportunities for students to demonstrate their developing knowledge and understanding, critical thinking and professional development. Students are expected to be progressively more self-directed as the course progresses from Level 4 to Level 5.

A variety of formative learning activities are planned to enable all students to participate and develop their knowledge and understanding of module content. Formative assessments have direct correlation with the summative assessment to enable further support for students. For example formative tasks will include:

- A role play applying coaching and counselling skills based on different learner situations.

- Observation of two experienced subject specialists to reflect on their lesson planning, delivery and assessment.
- Discussion of two behavioural management strategies used in class to illustrate ways to enhance student behaviour.
- A presentation on how a subject area has changed over the last 7 years, and the impact this has had on preparing learners for a career in that area.
- Review of progress against professional standards from the online Teaching Portfolio over time.
- Evaluation of how best to meet the needs of groups and individual learners.

Students will have access to a range of online resources which are used to support learning and these resources include a teaching practice e-portfolio, PebblePad, and virtual learning environments, Moodle and Blackboard. Online resources, including an extensive range of e-books and journals, can be accessed through University and College library services. Digital literacy skills will be developed throughout the course.

The principles of teaching practice are underpinned by reference to classroom-based theory and linking of the two is critical to success on the course through the course assessment design; the course encourages students to achieve through assessment which is directly related to their own teaching context. Students are assessed through varied assignments which evidence teaching practice and commentary which links this evidence to course theory and learning.

### **Contact time**

In a typical week, students will have around 3-4 contact hours of teaching, and an hour of tutorials. Tutorials are used for group work and individual student appointments to track and monitor their progress against the professional standards. The course contact time meets the recommendations in the [ETF guidance \(2016\)](#).

### **Independent self-study**

In addition to the contact time, students are expected to undertake around 7 hours of personal self-study per week. Typically, this will involve researching and reading academic literature, reflecting on teaching practice, assignment writing and teaching practice portfolio against the Professional Standards.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources at the University and College

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes staff from a broad range of subject specialisms and experiences which provide students with a rich and diverse teaching philosophy.

Teaching is informed by research and consultancy, and 4 lecturers on the course have a higher education teaching qualification and/or are Fellows of the Higher Education Academy.

### **Work-based learning**

Students will engage in teaching practice experiences as part of their training programme. At Level 4 this is a minimum of 30 hours, and at Level 5 this is a minimum of 70 hours. This is in line with the [ETF guidance \(2016\)](#). Work-based learning could also include greater teaching hours, assistant teaching roles, shadowing, observing and 1-1 student support.

Students are required to have a subject specialist mentor throughout teaching practice. The mentor will be someone with experience in the vocational or academic area of the trainee and will complete two lesson observations for the DET year 1, and two lesson observations for the DET year 2. Students may have more than one mentor; in the situation, students must ensure that the College is notified of arrangements. Mentors will also contribute to the trainee's Professional Reports. All mentors must complete documentation provided for feedback on formal observations. This is key and will secure the quality of the overall summative grade to be agreed at a trainee/tutor/mentor summative review. Issues of subject specialist knowledge and pedagogy will be followed up in subsequent observations by tutors and mentors. There will be training for all mentors throughout the year and access to online provision and resources to support mentors. In addition, a formal annual mentoring experience evaluation is carried out, via an online questionnaire distributed to all mentors and their mentees. The results of this evaluation feed into the review and development process of the programmes.

#### **14. Assessment strategy**

##### **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. For academic modules, each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include:

- Professional online teaching portfolio
- Group presentation and poster
- Patchwork assignment
- Reflective commentaries
- Case studies
- Support and behaviour plan
- Written commentary

##### **Assessment strategy**

Assessment is through module coursework and practical assessment of teaching practice. Modules are assessed through formative and summative assignments. The formative assignments are designed to support the summative assignments. Summative assignment briefs are set in module specifications and outlines and are graded A to H. For taught modules the transcript is Pass/Fail, but students will receive feedback against grading criteria, with D–achieving a Pass grade. Module specifications are linked in the online general course handbook and module outlines are distributed to students at the start of each module. The mark and feedback sheet includes the Learning Outcomes and marked assignments are mapped against them. All other handbooks are given at the beginning of the course, including the teaching practice and mentor handbooks, and, together with module outcomes this allows students to have an overview of how the learning outcomes may best match the modules and assignments. In addition, the general Student Handbook will be electronically available via Blackboard and via the University SOLE page.

Assessments are designed to ensure students have opportunities to develop a broad range of skills and qualities including intellectual enquiry, evaluation, planning, reflection, teaching and learning. Closely linked to this is a commitment to developing professional practice in the workplace. This is enabled through assignments which require thoughtful linkage between theory and practice.

Module	1415 Teaching, Learning and Assessment	1416 Promoting Positive Welfare, Wellbeing and Behaviour
Assessment task	Part 1 <b>1: A ten-minute presentation</b> exploring the roles, responsibilities and professional nature of educators in the 14 plus education sector.	Students are required to write one case study outlining how they have used behavioural management strategies to support the development of their learners.
Assessment task	Part 2: <b>Patchwork assessment</b> – A practically based portfolio charting the planning, delivery and quality assurance of a lesson.	Create a blog on an area of safeguarding you have dealt with

## Practical Assessment

All students (voluntary or paid) are required to complete a minimum of 100 hours teaching during the DET course. This is split into a minimum of 30 hours in the first year, and a minimum of 70 hours in the second year. A placement must be confirmed within 5 weeks of the Course Induction in September with the course leader. If students fail to provide such information, they will not be able to continue on the course.

Students will be supported by a Subject Specialist mentor who will provide guidance and support in the curriculum area and observe the student four times during the two years of the course (twice at Level 4 in the first year, and twice at Level 5 in the second year).

To pass the Teaching Portfolio for LLQT1903 and LLQT2903, four teaching observations and two professional reports must be completed at each level of the course. The specified grade for each level must be achieved to pass the module. The grading descriptors for grades are set out in the Progress against the Professional Standards Booklet, which is issued to students at Induction. Evidence of teaching hours must be signed by the mentor or a manager of the education setting at the end of each year.

The first two lesson observations are to be undertaken during the first term, and the remaining lesson observations for the academic year are to be completed by the date given at the start of the course.

The qualitative grades for the teaching practice will be articulated as “High Performing, Good, Competent and Emerging” for modules LLQT1903 and LLQT2903 and will be recorded two times during each year of the course as part of the Professional Report. The required pass grade for Level 4 is “emerging” and the required minimum grade for Level 5 is “competent”.

Academic modules will be recorded will be marked in line with the university’s [generic grade descriptors](#) for Level 4 and Level 5 .

Practice is embedded into the course in many other ways, as the means of assessment requires documents from the students’ teaching experience. Students are encouraged to observe and be observed beyond the four required observations for each year to develop their teaching effectively.

For each formal lesson observation at Level 4 (LLQT1903) and Level 5 (LLQT2903), students will submit a University of Worcester Lesson Plan and will receive feedback on a University of Worcester Observation Form. The Observation Form will allow for comparability and follow up actions will be recorded from one observation to the next throughout and across Levels 4 and 5.

## 15. Programme structures and requirements

<b>LEVEL 4</b>
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Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
LLQT1415	Teaching, Learning and Assessment	30	M	No
LLQT1416	Promoting Positive Welfare, Wellbeing and Behaviour	30	M	No
LLQT1903	Teaching Practice	0	M	No

LEVEL 5				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
LLQT2517	Curriculum Planning, Delivery and Assessment	30	M	No
LLQT2518	Reflecting on Specialist Professional Practice	30	M	No
LLQT2903	Teaching Practice	0	M	

## 16. QAA and professional academic standards and quality

The course operates within the [University's Fitness to Practice procedures](#). The principle of the Fitness to Practice procedures relates to the University's expectations of students' behaviour which should be appropriate to University regulations and procedures and the code of conduct (or equivalent) of the relevant professional or regulatory body. Students will also be required to adhere to the professional conduct and standards outlined by the [Society for Education and Training \(SET\) Code of Practice](#). All DET students can sign up for membership of SET for the duration of their course.

## 17. Support for students

Support for students is through a Personal Academic Tutor, Subject Mentor and Academic Tutors.

All students will be assigned a Personal Academic Tutor (PAT) who will monitor performance three times during the year, liaising with mentors and academic staff. Students will be required to complete a Tutorial Preparation document as a basis for PAT. All students will have weekly tutorial sessions to monitor performance and provide support with development of the online Professional and Personal Development e-portfolio – PebblePad. 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 students are at particular risk, a support plan will be put in place to provide targeted support for the student. The support plan level can escalate if progress is not made.

Students are supported by in-service mentors who are subject specialists in the vocational or academic area where the student wishes to practise. The mentors will observe students for developmental purposes as agreed and formally assess a minimum of two observations, using qualitative judgements. Students maintain a 'mentoring log' which provides evidence of mentoring experiences and developments. A Teaching Practice Handbook is given out in September to all students to start the process of quality assuring and supporting their mentoring experience. Mentors are then invited to attend the Halesowen DET mentor training and are subsequently supported in their own learning needs via a training needs analysis which they return to the course leader. In addition, a formal annual mentoring experience evaluation is carried out, via an online

questionnaire sent to all mentors and their mentees. The results of this evaluation feed into the review and development process of the programmes.

Students are fully supported by the course team at Halesowen College and at the University throughout their application and induction stages and during the course itself. They benefit from a course structure that focuses on their learning and professional development and which responds to individual needs. University and course induction are covered at the start of the course, whilst each module induction is embedded within the first day of delivery of each module. The teaching practice modules are delivered on a linear basis to provide continuing support throughout the period of training and study. All students will receive ongoing support from their module/academic tutors and mentors.

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

## 18. Admissions

### Admissions policy

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

### Entry requirements

Essential
<b>Level 3 qualification in the area the student wishes to teach:</b> Eligible qualifications include: HND/HNC; CGLI Advanced Craft Certificate; OCR Advanced Qualifications; NVQ/SVQ Level 3; A levels (GCE/VCE/Applied subjects); Edexcel/BTEC; Scottish Highers/Advanced Highers; Irish Leaving Certificate (Higher); QAA-recognised Access courses; European or International Baccalaureates; technical, commercial or other appropriate professional qualification.
<b>Level 2 English and mathematics:</b> Eligible qualifications include: GCSE English and Mathematics at grade C/4 or equivalent at Level 2, for example Functional Skills.

### Disclosure and Barring Service (DBS) requirements

Students who are working as a "Paid" employee will have their DBS requirements carried out by their employer. The employer will store the information and provide the DET course leader with the DBS number. Students who are working as a "voluntary" employee will provide the necessary DBS information to the college/school who will instigate the DBS check. Once the DBS check has been approved, the college/school will forward the DBS number to the DET course leader. Neither the "Paid" nor "voluntary" student will be able to undertake any classroom involvement until the DBS has been approved. The DET course leader will keep a spreadsheet with all students' DBS numbers as evidence.

### Recognition of Prior Learning

Applicants may be eligible for Recognition of Prior Learning as part of course registration. Further information on Recognition of Prior Learning can be found at: <http://www.worcester.ac.uk/registryservices/941.htm>.



## Admissions procedures

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

Initial contact is made with prospective students by phone or email, when questions are asked about their experience, qualifications and teaching hours. This screening stage allows for candidates to be advised on what to do next and whether they can be considered for a formal interview. Prospective students complete an online application at Halesowen College and an interview date is arranged. Interviews are conducted online, with two members of the course team. An email is sent with a covering letter outlining the purpose of the interview and the activities that the prospective student is required to complete in preparation for the interview. This requires the prospective student to upload copies of their qualification certificates to registry, prepare a presentation to discuss at interview and complete two written tasks. Prospective students are required to return the written task information at least three hours before the start of the interview, so that the interviewers can analyse the information.

A decision on each applicant's potential to succeed on the course is made with reference to the Professional Standards. Applicants with limited potential are encouraged to undertake activities to boost potential and re-apply at a later date.

At the interview stage, a set proforma is followed, which has been drawn up in consultation with the University and Halesowen College. Information from the interview is recorded and stored at Halesowen College. A conditional/unconditional offer is then made by the DET course team at Halesowen College. The prospective student is immediately emailed details on registering online at the University and a guidance sheet on the remaining enrolment stages is provided, along with a copy of the first module outline, so that prospective students can read some of the suggested references in preparation for the start of the course. The course leader at Halesowen emails the registry department at the University details of the prospective student's ID and qualifications.

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

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

### 19. Regulation of assessment

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

#### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is a grade D– for each taught module.
- A student is required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria and Level 4 and 5 descriptors, are published in the module outline.
- To pass LLTQT1903 and 2903, students must achieve at least the minimum number of teaching hours for each year; successfully completed four lesson observations in each year, and achieve at least a grade of “emerging” in the final Professional Report in the first

year and at least a grade of “competent” in the final Professional Report in the second year

### Submission of assessment items

- A student who submits a taught module assessment item after the due date will not have the work marked unless they have submitted a valid claim of mitigating circumstances. A grade of “L2” will be used to indicate that work had been submitted late.
- For full details of submission regulations, please see the [Taught Courses Regulatory Framework](#).
- Further details on mitigating circumstances claims can be found at: <https://www2.worc.ac.uk/registryservices/679.htm>

### Retrieval of failure

- A student failing LLQT1903 or LLQT2903 will have one further opportunity for reassessment over a six month period. If they do achieve the requirements for passing (see above) they will fail the module and be withdrawn from the course.
- A student is entitled to re-sit failed assessment items for any academic module that is awarded a fail grade.
- If a student is unsuccessful in the reassessment, they have the right to retake the module.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student’s responsibility to be aware of and comply with any reassessments.

### Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed all 60 credits at Level 4, and the practice module LLQT1903.
- A student who, by the time of the reassessment Board of Examiners, has not achieved 60 credits (after exhausting all reassessment opportunities), will be required to repeat modules during the following academic year, and if unsuccessful in one or more modules (after exhausting all reassessment opportunities) will have their registration with the University terminated.
- A student who has not passed the practice module LLQT2903 by the time of the reassessment Board of Examiners, will have one further opportunity for reassessment over a six month period, provided they did not require reassessment in the practice module at Level 4.

### Requirements for Awards

Award	Requirement
Diploma in Education and Training	Passed 60 credits at Level 4 (LLQT1415 and LLQT1416) and 60 credits at Level 5 (LLQT2517 and LLQT2518) and have successfully passed the teaching practice modules LLQT1903 and LLQT2903
<b>Exit Award</b>	
Certificate in Education and Training (	Passed 60 credits (LLQT1415 and LLQT1416) and have successfully passed teaching practice module LLQT1903

Where students have not completed LLQT1903 and/or LLQT 2903, they will not be awarded the full DET qualification. The University will provide a Transcript of the modules and credits achieved.

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

### **Graduate destinations**

Students who complete the course typically gain or continue in employment in the 14 plus education field, which includes Further Education Colleges, Secondary Schools, Specialist Schools, Universities, Sixth Form Colleges and Adult Community Centres. In recent years students have progressed straight into more senior teaching roles such as course leaders and student management positions.

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

On successful completion of the DET award, students may be eligible to apply for direct entry into Level 5 of the BA (Hons) Education Studies degree at the University of Worcester. Applicants would ideally have a broad interest in areas of education and commitment to their studies. An interest or experience in research methods would be advantageous. Applications for recognition of prior learning may consider credit transfer achieved on the DET award, prior certified learning and/or prior experiential learning.

### **Student employability**

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

### **Links with employers**

The course has been designed through a process of consultation with the following stakeholders: Education and Training Foundation, Ofsted, external expert advisors, Further Education Colleges, training providers and current DET students. The course is vocational, and all students are employed by organisations in the Lifelong Learning Sector, be it voluntary or otherwise. There is therefore strong employer engagement in the course. Mentors from employers are used to oversee the progress of the students on the course. The employers are checked for their suitability to be placed where training can occur, follow Health and Safety regulations, as well as for the provision of workplace and subject specialist mentoring support and for confirming the teaching hours and DBS clearance required on the course. Within no more than 8 weeks from when a trainee starts the course, course tutors visit the employers and carry out their first observation of teaching practice within the trainee's workplace.

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