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A Complete Guide to the

Level 5 Diploma in Education & Training

THIRD EDITION

CRITICALLY ACCLAIMED

ESSENTIAL BESTSELLERS FOR TEACHERS & TRAINEES

LYNN MACHIN, DUNCAN HINDMARCH,
SANDRA MURRAY & TINA RICHARDSON

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Contents

Meet the authors xii

Acknowledgements xiv

About this book xv

Introduction 1

- Key definitions 1
- Introduction 1
- A shifting landscape 2
- What is the level 5 Diploma in Education and Training qualification? 7
- Summary 9

1. Reflecting on, evaluating and improving your practice 12

- Professional links 13
- Key definitions 13
- Introduction 13
- Critical reflection and evaluation of practice 14
- Theories and models of reflective practice 15
- Reflect on what works best in your teaching and learning to meet the diverse needs of your learners 15
- Evaluate and challenge your practice, values and beliefs 23
- When should you reflect on and evaluate your own practice? 26
- Summary 27
- Check your understanding 27
- End-of-chapter reflections 30

2. Introduction to critical thinking 32

- Professional links 33
- Key definitions 33

- Introduction 34
- Key theories and principles of critical thinking 34
- Developing critical thinking skills 36
- Summary 42
- Check your understanding 42
- End-of-chapter reflections 42

3. Roles, responsibilities and professional relationships in education and training 44

- Professional links 45
- Key definitions 46
- Introduction 46
- What are the roles and responsibilities of teachers in FE? 47
- Working in further education 48
- Legislation and regulatory requirements 49
- The Counter- Terrorism and Security Act (2013) 50
- Professional behaviours, values and attributes of FE teachers 53
- Summary 55
- Check your understanding 55
- End-of-chapter reflections 56

4. You and your learners' mental health and emotional well-being 58

- Professional links 59
- Key definitions 59
- Introduction 59
- Exploring what is meant by mental health and emotional well-being 60
- Role and responsibilities, safeguarding and inclusivity 63
- Policies and recommendations for good practice 65
- Your mental health and emotional well-being 67

- Summary 70
- Check your understanding 70
- End-of-chapter reflections 71

5. Assessment principles, practices and processes 74

- Professional links 75
- Key definitions 75
- Introduction 76
- Theories, principles and models of assessment 77
- Assessment theories 78
- Key assessment principles 82
- How assessment informs teaching and learning 87
- The value of recording assessment achievement for quality systems 92
- Recognition of achievement: qualification frameworks 92
- Summary 93
- Check your understanding 93
- End-of-chapter reflections 94

6. Communication 96

- Professional links 97
- Key definitions 98
- Introduction 98
- Why is communication important? 99
- What is communication? 99
- Principles of communication 99
- Theories and models of communication 101
- Communication in assessment 101
- The wider role of communication 104
- Methods of communication 105
- Summary 107

- Check your understanding 107
- End-of-chapter reflections 108

7. Creating and maintaining a safe and inclusive learning environment 110

- Professional links 112
- Key definitions 112
- Introduction 113
- What is an inclusive learning environment? 113
- Providing a supportive and motivating learning environment 114
- Learning theories and behaviour management 117
- Promoting and maintaining appropriate behaviours 120
- Summary 128
- Check your understanding 128
- End-of-chapter reflections 129

8. Planning for teaching, learning and assessment 132

- Professional links 133
- Key definitions 133
- Introduction 134
- Delivery models 134
- Planning documentation 135
- The role of initial assessment in planning 138
- Differentiation 139
- Developing literacy, language, numeracy and ICT skills 141
- Summary 143
- Check your understanding 143
- End-of-chapter reflections 144

9. Teaching practice 146

- Professional links 147
- Key definitions 147

- Introduction 148
- What is meant by teaching practice? 148
- Assessed observations 149
- Inclusive teaching and learning 153
- Differentiation 155
- Embedding English and maths 157
- Summary 158
- Check your understanding 158
- End-of-chapter reflections 160

10. Curriculum development and evaluation 162

- Professional links 163
- Key definitions 163
- Introduction 163
- What is meant by the term *curriculum*? 164
- Curriculum models 165
- Curriculum influences 167
- Evaluating and analysing curricula 168
- Summary 170
- Check your understanding 170
- End-of-chapter reflections 170

11. Wider professional practice 172

- Professional links 173
- Key definitions 173
- Introduction 174
- What is meant by wider professional practice? 174
- Professional values 175
- Non-teaching roles and duties 176
- Dual professionalism 178

- Roles of external bodies and stakeholders in education and training 179
- Legislation and organisational policies 180
- Quality assurance 181
- The social, political and economic context of education and training 181
- Summary 182
- Check your understanding 182
- End-of-chapter reflection 183

12. Education Technology 185

- Professional links 186
- Key definitions 186
- Introduction 187
- Theoretical underpinnings of technology for learning 188
- EdTech-related legislation, responsibilities, regulations and requirements 195
- Summary 197
- Check your understanding 198
- End-of-chapter reflections 198

13. Research and scholarship 201

- Professional links 202
- Key definitions 202
- Introduction 203
- Evidence-based practice: what works and what does not 204
- Keeping current 205
- Carrying out original research 206
- Bera 206
- Career progression 209
- Qualified Teacher Learning and Skills (QTLS) 211
- Summary 212

- Check your understanding 212
- End-of-chapter reflections 213

14. Study skills and the requirements of the minimum core for the level 5 Diploma in Education and Training 215

- Professional links 216
- Key definitions 216
- Introduction 216
- What is meant by academic study skills and the minimum core? 217
- Academic reading skills 217
- Academic writing skills 219
- Referencing 222
- Knowledge, understanding and own personal skills of English, maths and ICT 226
- Summary 230
- Check your understanding 230
- End-of-chapter reflections 231

Appendices

- *Appendix 1: Optional units available for the level 5 DET qualification* 233
- *Appendix 2: Glossary of acronyms and terms* 236
- *Appendix 3: Teaching and learning plan template* 239
- *Appendix 4: Individual Learning Plan* 240
- *Appendix 5: Scheme of work template* 241
- *Appendix 6: CPD reflective template* 242
- *Appendix 7: Chapter links to the Professional Standards* 243
- *Appendix 8: Abbreviations and acronyms quiz* 246
- *Appendix 9: Reflections and actions from CPD event* 247
- *Appendix 10: Chapter links to the Apprenticeship Standards* 249

Answers 252

Index 265

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Lynn, Duncan, Sandra and Tina

About this book

Welcome to this book, which has been written with you, the learner, in mind. If you are about to embark (or even if you are already enrolled) onto a level 5 Diploma in Education and Training (DET) qualification then this book is for you. This new third edition includes an additional chapter on you and your learners' mental health and emotional well-being. The book aims to support you in your studies as you work towards achieving your DET qualification. It does this through:

- alignment of chapters to the 2014 Standards underpinning the level 5 DET qualification and as provided by the Education and Training Foundation;
- encouraging you to critically reflect upon your practice;
- incorporating information and tasks that can help you with your referencing and study skills;
- providing case study scenarios and examples;
- indicating sources of information for further in-depth study;
- being research informed and written by teacher educators with learners' needs in mind;
- providing critical questions and critical tasks throughout and at the end of each chapter;
- providing information regarding optional units;
- providing information about possible progression routes following achievement of the level 5 DET qualification.

In this third edition theoretical frameworks, policies and literature have, as appropriate, been updated. Examples provided of practice have been considered to reflect teaching and learning in the current FE climate. The topics, questions and tasks within this book have been tailored to the demands of the level 5 DET qualification and other, similar, teacher training qualifications designed for trainees working within the further education and skills sector.

Each chapter begins by providing a visual concept map of the topics to be covered, professional links to the 2014 Standards and definitions of some of the key terms within the chapter. The detailed text is accompanied by critical questions and tasks to encourage you to think more deeply about the issues or examine your practice, and a final section in each chapter provides you with an opportunity to check your understanding and assess your learning. Case studies are included throughout to bring the text to life and show how the theory can be applied to practice.

The penultimate chapter of the book provides information about possible progression from the level 5 DET qualification. It includes information about recognition of prior

learning (RPL) which is a possible pathway for you to use credits gained from your DET qualification, or similar, towards other qualifications, including a BA or MA degree. The final chapter provides coverage of key study skills, including advice about reading critically, note taking, presenting your work and using Harvard referencing correctly.

Suggested answers for some of the questions within the *Check your understanding* sections can be found at the back of the book. There is also a helpful glossary of terms and acronyms (see Appendix 2) as well as appendices providing useful templates for key documents that are mentioned within some of the chapters. So, in a nutshell, this book is, as it says on the cover, a concise guide to the Level 5 Diploma in Education and Training. It contains up-to-date references to significant policies, coverage of a range of topics related to being a teacher in FE and it does this with you, the reader, in mind.

Introduction

KEY DEFINITIONS

Accreditation	A qualification that leads to a certificate being awarded to learners by an awarding organisation or university.
Awarding organisation	An organisation recognised by Ofqual for the purpose of quality assuring and accrediting qualifications.
Contact time	The amount of time allocated to the qualification for guided learning.
Credit	Unit of accreditation – one unit of credit on the Qualification Credit Framework is notionally equal to 10 hours of learning.
Diploma	A qualification that has 37 or more credits.
Education	Acquiring knowledge and skills through teaching and learning.
In-service training	A qualification route for trainees who are currently employed as a teacher or trainer.
Pre-service training	A qualification route for trainees who are not employed as a teacher or trainer and are given a placement in order to practise their training.
RQF	The Regulated Qualifications Framework catalogues all qualifications that fall under the remit of Ofqual. It replaced the Qualifications Credit Framework (QCF) in 2015.

INTRODUCTION

All of the chapters within this book provide you with specific information about teaching and learning. However, it is important that you also have some background information

about the sector and an understanding of the reasons for the seemingly constant change to teacher training within further education. This introductory chapter provides you with:

- an understanding and appreciation of the historical background that led to the introduction of the level 5 Diploma in Education and Training (DET) qualification;
- an outline of the purpose of the level 5 DET qualification;
- an appreciation of the requirements of the level 5 DET qualification.

Terminology

The further education and skills sector refers to all education undertaken by learners aged 16 and over. Terms like post-compulsory education and the lifelong learning sector (LLS) encompass all post-compulsory education regardless of where it occurs, whereas further education (FE) generally refers to post-compulsory education that takes place within a college environment. These terms continually interchange with each other and the use of them is often dependent upon the shifting political landscape as well as when associated reports and literature were written. You are likely to hear all of these terms used by your colleagues and tutors; however, as the sector is now known as the further education and skills sector, for ease and brevity this book will use the term FE throughout.

Similarly, differences in the names given to teacher training provision within FE also exist. Variations in the terms used for this within literature, policy and reports include initial teacher training (ITT), initial teacher education (ITE) and post-compulsory education and training (PCET). Again for ease of brevity, this book will use the term ITE throughout. You will find a list of some of the abbreviations that are used in the further education sector at the back of this book (Appendix 2).

A SHIFTING LANDSCAPE

The further education and skills sector includes:

- further education colleges;
- community learning and development;
- higher education (HE);
- work-based learning;
- offender education.

Within these environments there exists an extensive range of subjects (ETF, 2016) and learners are taught across a range of abilities from pre-entry (below level 1) to HE (level 7). You can find more information about award levels by looking at the Regulated Qualifications Framework (RQF) which replaced the Qualification Credit Framework (QCF) in September 2015 – you will find the web address for this in the reference section at the end of this chapter. According to the Regulate Credit Framework (RCF), in order to teach such diverse groups of learners it is necessary to have an equally diverse teaching workforce and, due to continual political influences, this workforce has been, and continues to be, subject to constant change.

Table 1 Key documents and reports

Date	Title	Comments
1944	Butler Act	This Act introduced a tripartite system of secondary education, ie grammar, secondary modern and technical schools.
1944	McNair Report	This report followed the Butler Act and raised concerns about deficiencies in the system of recruiting and training teachers, particularly those involved in teaching post-compulsory education.
1957	Willis Jackson Report (1957)	Promoted the concept of a qualified post-compulsory workforce.
1966	Russell Report (1966)	Continued to build on the concept of a qualified post-compulsory workforce.
1972	James Report (National Archives Cabinet Papers, 1971–72)	Promoted post-compulsory teacher training being accredited by universities.
1992	Further and Higher Education Act (National Archives Cabinet Papers, 1992)	Transferred responsibility of funding and governing post-compulsory education from LEAs to the FEFC, leading to a more economic and cost-efficient approach.
1998	FENTO Standards (Lingfield, 2012)	FENTO implemented a set of post-compulsory teacher training Standards. Awarding bodies and universities reviewed their provision in line with these Standards. Although sporadic, training of teaching staff increased. These Standards were rolled out nationally in 2001.
2002	Success for All Report (DfES, 2002)	The first of several reports suggesting that post-compulsory teacher training be reviewed and that properly trained teachers could improve the UK's workforce and economic prospects.
2003	Initial Teacher Training of Further Education Teachers (HMI 1762) (Ofsted, 2003)	The report concluded that FENTO provided a good baseline of what was required of teachers but lacked any ethos of professional development.
2004	Equipping our Teachers for the Future (DfES, 2004)	Pivotal in the implementation of the LLUK and the introduction of a new suite of ITE qualifications. This report also noted that training beyond qualified teaching status was necessary in order for teachers to be up to date with learners' needs.
2005	Foster Report, Realising the Potential (Foster, 2005)	Stressed the need to address the issues of an ageing workforce and the need to improve vocational and pedagogic skills through comprehensive workforce planning.

Date	Title	Comments
2006	Raising Skills, Improving Life Chances (DfES, 2006)	Considered that the UK's economic future depended on productivity as a nation and that FE providers were central to achieving this, but was not currently achieving its full potential as the powerhouse of a high skills economy.
2006	Prosperity for All in a Global Economy – World Class Skills (Leitch, 2006)	Prosperity for all could be achieved through a national training programme for those teaching in the LLS.
2007	LLUK Standards (LLUK, 2007)	These replaced the FENTO Standards.
2007	Further Education Teachers' Qualifications (England, No 2264)	These regulations stipulated that all teachers working in the LLS needed to be registered with the IfL and submit evidence of qualification and annual continual professional development. All lecturers joining the sector after 2001 needed to become qualified within their identified role.
2009	Enquiry into Teacher Training in Vocational Education (Skills Commission, 2009)	Specifically the enquiry set out to examine whether teachers in the LLS were being trained in the skills to deliver the emerging 14–19 vocational curricula – and proposed the merger of the General Teaching Council and the IfL in order for those working within the LLS to have parity of qualifications with teachers in schools.
2009	Workforce Strategy Report (LLUK, 2009)	Set out priorities for training teachers including the need to employ a diverse range of teachers with backgrounds and vocational skills that align with the learners that they teach.
2009	Skills for Growth (BIS, 2009)	This document proposed phasing out funding for the IfL and the membership fee payable by trainees and teachers.
2011	Wolf Report (Wolf, 2011)	This report considered how vocational education for 14–19 year-olds could be improved and promoted the concept of FE teaching in schools to ensure that young people are taught by those best suited to do so.
2012	Lingfield Review (Lingfield, 2012)	This report recommended the deregulation of ITE and suggested that the regulations had not made the intended impact.
2012	Consultation on the Revocation of the Further Education Workforce Regulations (BIS, 2012)	A response in relation to the proposed revocation of regulatory teacher training.

Date	Title	Comments
2013	Qualifications Guidance for Awarding Organisations: Level Five Diploma in Education and Training (LSIS, 2013)	A new framework of units and credits for initial teacher education was introduced.
2014	The Education and Training Foundation	Introduction of a new set of FE teacher standards. These replaced the LLUK (2007) standards.
2015	The Society for Education and Training (SET)	The SET provides a professional body for teachers within PCE.
2016	Sainsbury Review Report of the Independent Panel on Technical Education	Tasked with improving technical education.
2016	The ETF Qualifications in Education and Training	Provides an update of the suite of post-16 teacher training qualifications.
2016	Post-16 Skills Plan	A framework for post-16 learners to develop employability skills.
2019	Introduction of T Levels	T Levels courses will be equivalent to three A levels.
2019	Higher technical education: the current system and the case for change	Looks at level 4 and 5 technical qualifications.

Critical question

Why have all of these policies and reports been necessary?

Comment

You will find some reasons provided below as well as by looking at some of the readings suggested at the end of the chapter and by doing some research.

Background and reasons for some of the changes in FE

Although attempts at educating the working classes, albeit to a limited extent, can be traced back for several centuries it was not until the 1940s that any real concerns were raised about the quality of the teaching within further education. Both the Butler Act (1944) and the McNair Report (1944) identified inadequacies within further education. Both also presented the notion of appropriate training for teachers within FE and were pivotal in the subsequent

provision of short training courses. These courses focused on developing teachers' subject specialisms rather than developing their pedagogical skills (Orr and Simmons, 2010).

Further reports, for example the Willis Jackson Report (1957) and the Russell Report (1966) continued to emphasise the need for robust further education teacher training courses; the courses that were available were mainly focused on subject specialisms and were voluntary rather than mandatory. A pivotal change came about in April 1992 when, in order to give FE colleges more autonomy and responsibility for growth in student numbers, the implementation of the Further and Higher Education Act resulted in the incorporation of FE colleges. Responsibility for FE colleges transferred from Local Education Authorities (LEAs) to the Further Education Funding Council (FEFC), which in 2000 became the Learning and Skills Council (LSC) (Armitage et al, 2003). In April 2010 this was replaced by the Skills Funding Agency. It was the function of the LSC to ensure that high quality post-16 provision was available to '*meet the needs of employers, individuals and communities*' (DfES, 1999, p 23). With this mandate and with post-compulsory education being increasingly profiled by the Labour government's (1997–2010) belief that improvement to the teaching and learning provision within FE was necessary for the development of a '*world leading education system that would be at the heart of national priorities for economy and society*' (DIUS, 2007, p 2), the gaining of qualified FE teacher status became increasingly important to those spearheading these initiatives.

Changes to Standards and qualifications

The Labour government's belief that raising the quality of teaching would lead to a better qualified national and global workforce was instrumental in the implementation of the Further Education National Training Organisation (FENTO) which swiftly rolled out a set of Standards. These Standards provided a good baseline of what was required of teachers but lacked any ethos of professional development (Ofsted, 2003). Following a series of yet more government reports (DfES, 2006; Leitch, 2006; Foster, 2005; DfES, 2004; see Table 1) FENTO was replaced by Lifelong Learning UK (LLUK) which, in 2007, rolled out a new set of Standards to replace those implemented by FENTO.

The LLUK (2007) Standards contained core units of assessment and learning outcomes that were designed with the intention of providing a benchmark of the skills and attributes required by trainees in order for them to become qualified:

- preparing to Teach in the Lifelong Learning Sector (PTLLS) – level 3 or 4;
- certificate in Teaching in the Lifelong Learning Sector (CTLLS) – level 3 or 4;
- diploma in Teaching in the Lifelong Learning Sector (DTLLS) – level 5.

However, although the impetus for the LLUK (2007) Standards was to develop and ensure the quality of the teaching provision within FE and was seen by many to have, at least in part, begun to achieve this aim (Crawley, 2012) they, like the FENTO Standards, were, just a few years after their inception, deemed to be '*inadequate*' (Lingfield, 2012, p 24) and in September 2012, amended workforce regulations meant that FE teachers did not have to be members of the IfL. So, following the abolishment of the IfL in 2012, the Society for Education and Training (SET) took over responsibility for conferring Qualified Teacher Learning and Skills (QTLS) in 2014 (ETF, 2016, p 8). From March 2013, LLUK was replaced by LSIS, who introduced a suite of new qualifications, ie:

- award in Education and Training – level 3 (12 credits);
- certificate in Education and Training (CET) – level 4 (36 credits);
- diploma in Education and Training (DET) – level 5 (120 credits).

LSIS was soon replaced by the Education and Training Foundation (ETF) who retained the suite of LSIS awards while also implementing a new set of professional standards. This book covers the mandatory requirements of the DET qualification and links to the ETF standards. Links to further information about the Award and the Certificate qualifications can be found at the end of this introduction.

WHAT IS THE LEVEL 5 DIPLOMA IN EDUCATION AND TRAINING QUALIFICATION?

The purpose of the DET qualification is to equip trainee teachers with the skills necessary to work in a range of contexts within FE. It might be that the qualification you are taking has a different title than a level 5 DET. Although awarding organisations will use the level 5 DET title (as determined by the RQF), higher education providers (HEPs) can accredit and validate their own teacher training qualifications which are then quality assured by the Framework for Higher Education Qualifications (FHEQ). These qualifications are mapped to the same Standards and learning outcomes as those presented in the level 5 DET qualification. A common title, and one that is recognised by providers of FE as being equivalent to the level 5 DET qualification, is Certificate of Education in Post Compulsory Education and Training. Furthermore, many HEPs also map the Standards and learning outcomes to higher level teacher training qualifications such as:

- Professional Graduate Certificate in Teaching in the Lifelong Learning Sector (PGCE) – level 6;
- Post Graduate Certificate in Teaching in the Lifelong Learning Sector (PGCE) – level 7.

The level 5 DET qualification is suitable for both in-service and pre-service delivery modes:

- in-service: this route is for trainees who are currently employed as teachers, ie trainees who are receiving on-the-job training and are work-based learners;
- pre-service: this route is for trainees who are not employed in the sector but do have access to teaching hours and a range of learning encounters. These teaching hours are often through a placement being provided for them by their award tutor.

Level and size of the DET qualification

In order to be accredited with a DET qualification you will need to achieve:

- 120 credits at levels 4 and 5, with a '*minimum of 61 credits at level 5' (ETF, 2016, p 35)*.

One unit of credit is equal to 10 notional hours of learning (Ofqual, 2013).

The level of the DET qualification has been determined using the RQF. Each of these levels is categorised according to the level of '*difficulty and the standards of knowledge, skills and competence*' (Ofqual, 2013, p 1) that are required in order to achieve the

learning outcomes and requirements for any qualification. The level 5 DET qualification is made up of:

- 75 credits from Group A. Within Group A are the mandatory units that you must pass to achieve your level 5 DET qualification;
- 45 credits from Group B. Within Group B is a selection of optional units that you (or maybe your tutor) can choose from. Whichever units you (or your tutor) choose they must add up to at least 45 credits. More information about the optional units can be found in Appendix 1.

The topics contained within the mandatory units (Table 2), are covered in this book. There are similarities between some of the topics in the mandatory units and those in some of the optional units, for example those relating to behaviour, inclusive practice, quality assurance and action research, so this book can also help you in your understanding and study of these.

Table 2 Mandatory units of the DET

Mandatory units – Group A ***75 credits must be achieved from this group***	**Credit value**	**Level**
Teaching, learning and assessment in education and training	20	4
Developing teaching, learning and assessment in education and training	20	5
Theories, principles and models in education and training (Note that achievement of this unit is a pre-requisite unit *Developing teaching, learning and assessment in education and training)*	20	5
Wider professional practice in education and training Development in education and training	15	5

Source: ETF (2016, pp 35–6)

It is possible that only certain optional units will be available from your initial teacher training institution. Your tutor will advise you about the optional units that are available to you as well as those which are the most appropriate for you in relation to the context in which you teach. In time it is possible that more optional units will become available, and again your tutor will advise you about these. You will find a link to LSIS and the mandatory and optional units available in the reference section at the end of this introduction.

All of the units are underpinned by a set of Standards that, as noted in Table 1, were introduced by the Education and Training Foundation in May 2014. You will need to demonstrate your ability to apply these Standards to your practice. The topics covered within this book can help you to do this. You will also find that each chapter maps the Standards to the learning outcomes being discussed within it and as is appropriate to do so.

Required teaching hours

The level 5 DET qualification is about developing and improving your practical skills and therefore you will need to have access to at least 100 hours of teaching practice. This teaching should be sufficiently varied as to provide you with opportunities to experience a range of teaching encounters. The ETF (2016) suggests that practice should be with groups of learners, ideally of 12 or more, but the majority of the teaching practice must be to five or more learners (ETF, 2016, p 17) and should include:

- different teaching practice locations/settings/contexts;
- teaching across more than one level;
- teaching a variety of learners;
- gaining subject-specialist knowledge through workplace mentoring.

Observation of your practice

In order to monitor your progress a minimum of eight observations, totalling a minimum of eight hours, need to take place throughout the whole of your course of learning and, although developmental, you will need to demonstrate that you have met a required standard of practice. Observations are normally of at least 30 minutes' duration. Specifically, Chapter 9 offers guidance about how you can prepare for your observations and what you can expect to happen during and after the observation process.

SUMMARY

You can see from the information provided in this introduction that, as trainee FE teachers, you belong to a sector that is constantly reshaping itself in line with government ideologies and policies. It is continually striving to make a difference and to train and to produce qualified and skilled teachers who can provide their learners with a quality education that will equip them with the skills, attitudes and attributes to live and work in modern society. By embarking on the DET or equivalent qualification you are taking an important step to becoming one of these teachers. This book will support you in your studies and as you progress further in your teaching career.

TAKING IT FURTHER

In addition to the literature already commented upon in this chapter you may find the following of interest.

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Appendix 1: Optional units available for the level 5 DET qualification

As noted in the Introduction at the beginning of this book, in order to be awarded a level 5 DET qualification you need to achieve:

- 120 credits – this is the total credit value of the DET qualification.

These 120 credits are made up from:

- 75 credits from the mandatory units in Group A;
- 45 credits from the optional units in Group B.

Of these 120 credits:

- a minimum of 20 credits needs to be at level 4 and a maximum (according to the guidance for HEIs) of 60 credits at level 4 (LSIS, 2013a, p 7).

Optional units are selected from a range of units that are available in Group B. Your tutor will be able to advise you about the choice that is available to you as, often, this choice may be dependent on what has been approved by the awarding body or institution accrediting the DET qualification for which you are enrolled.

The table below provides a list of the units that are available at levels 4 and 5. Some of the optional units are taken from the Learning and Development qualification and require practice, in a real work environment, beyond the mandatory 100 hours. Your tutor will be able to advise you about these optional units. You will find information about these and also about other optional units in the ETF (2016) document *Qualifications in Education and Training*

Optional units for the level 5 DET qualification

Unit title	**Credit value**	**Level**
Effective partnership working in the teaching and learning context	15	4
Inclusive practice	15	4
Teaching in a specialist area	15	4
Principles and practice of lip-reading teaching	12	4
Specialist delivery techniques and activities	9	4
Quality procedures within education and training	6	4
Understanding and managing behaviours in a learning environment	6	4

Unit title	Credit value	Level
Understanding the principles and practices of externally assuring the quality of assessment *(Learning and development unit)*	6	4
Understanding the principles and practices of internally assuring the quality of assessment *(Learning and development unit)*	6	4
Delivering employability skills	6	4
Develop and prepare resources for learning and development *(Learning and development unit)*	6	4
Develop learning and development programmes *(Learning and development unit)*	6	4
Engage with employers to facilitate workforce development *(Learning and development unit)*	6	4
Equality and diversity	6	4
Identify the learning needs of organisations *(Learning and development unit)*	6	4
Internally assure the quality of assessment *(Learning and development unit)*	6	4
Manage learning and development in groups *(Learning and development unit)*	6	4
Evaluating learning programmes	3	4
Preparing for the coaching role	3	4
Preparing for the mentoring role	3	4
Understanding and managing behaviours in a learning environment	15	5
Action learning to support development of specialist pedagogy	15	5
Action research	15	5
Developing, using and organising resources within the lifelong learning sector	15	5
Action learning to support development of specialist pedagogy	15	5
Action research	15	5

Source: ETF (2016)

TAKING IT FURTHER

Machin, L (2009) *Language and Literacy, Minimum Core, Audit and Test*. Exeter: Learning Matters.

Machin, L, Hindmarch, D, Richardson, T and Murray, S (2015) *A Complete Guide to the Level 4 Certificate in Education and Training*. 2nd edn. Northwich: Critical Publishing.

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Appendix 2: Glossary of acronyms and terms

AO	Awarding organisation
ASCL	Association of School and College Leaders
ATLS	Associate Teacher Learning and Skills
BDA	British Dyslexia Association
BIS	Business Innovation and Skills (Department)
BKSB	Basic and Key Skills Builder
CAT	Credit Accumulation and Transfer
CAVTL	Commission on Adult Vocational Teaching and Learning
CET	Certificate in Education and Training
CIF	Common Inspection Framework
CPD	Continuing Professional Development
CPPD	Continuing Professional and Personal Development
Credit	One credit equals 10 notional hours of learning (QCF)
CTLLS	Certificate in Teaching in the Lifelong Learning Sector
DBS	Disclosure and Barring Service
DET	Diploma in Education and Training
DIUS	Department for Innovation, University and Skills
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
EDT	Education Development Trust (formerly the Centre for British Teachers)
EdTech	Education Technology
EHRC	Equality and Human Rights Commission
ESFA	Education and Skills Funding Agency
EQF	European Qualifications Framework
ESOL	English for Speakers of Other Languages
ETF	Education and Training Foundation
FE	Further Education

FESS	Further Education and Skills Sector
FHEQ	Further and Higher Education Qualifications
FOG	Frequency of gobbledegook
GCSE	General Certificate of Secondary Education
GDPR	General Data Protection Regulation
GLH	Guided learning hours
HE	Higher Education
HEI	Higher Education Institute
HEP	Higher Education Provider
HSE	Health and Safety Executive
IfL	Institute for Learning
ILP	Individual Learning Plan
In-service	Employed in a teacher role
ISA	Independent Safeguarding Authority
ITE	Initial Teacher Education
ITT	Initial Teacher Training
JRF	Joseph Rowntree Foundation
LLN	Literacy, language and numeracy
LLS	Lifelong Learning Sector
LLUK	Lifelong Learning UK
LRC	Learning Resource Centre
LSA	Learning Support Assistant
LSIS	Learning Skills Improvement Services
NAO	National Audit Office
NARIC	National recognition information centre
NIACE	National Institute of Adult and Continuing Education
Ofqual	Office of Qualifications and Examinations Regulation
Ofsted	Office for Standards in Education, Children's Services and Skills
PCET	Post Compulsory Education and Training
PESTLE	Political, Economic, Social, Technological, Legislative and Environmental
PGCE	Post Graduate Certificate in Education
PISA	Programme for International Student Assessment
Pre-service	Not yet employed in a teaching role

PTLLS	Preparing to Teach in the Lifelong Learning Sector
QTLS	Qualified Teacher Learning and Skills
RNIB	Royal National Institute for the Blind
ROC	Rules of combination
RPL	Recognition of prior learning
RQF	Regulated Qualifications Framework
SEND	Special Educational Needs and Disability
SET	Society for Education and Training
SMART	Specific, measurable, attainable, relevant, time bound
SoW	Scheme of Work
SQ3R	Survey, question, read, recite, review
SSC	Sector Skills Council
SWOT	Strengths, weaknesses, opportunities and threats
TA	Transactional analysis
TALENT	Training adult literacy ESOL and numeracy teachers
TES	*Times Educational Supplement*
UCU	University and College Union
VARK	Visual, auditory, read/write, kinaesthetic
WBL	Work-based learning

Appendix 3: Teaching and learning plan template

<table>
<tr><td colspan="5">Teaching and learning plan</td></tr>
<tr><td colspan="2">Teacher:</td><td>Course title:</td><td colspan="2">Awarding body:</td></tr>
<tr><td colspan="2">Location:</td><td>Date:</td><td colspan="2">Time:</td></tr>
<tr><td colspan="2">Number of learners:</td><td colspan="3">Resources:</td></tr>
<tr><td colspan="3">Lesson aims:</td><td colspan="2" rowspan="3">Objectives – by the end of the lesson:
• all learners must…
• some learners will…
• a few learners may…</td></tr>
<tr><td colspan="3">Equality and diversity/inclusivity:</td></tr>
<tr><td colspan="3">Development of Functional Skills:</td></tr>
<tr><td>Time</td><td>Teacher activity</td><td>Learner activity</td><td>Assessment</td><td>Resources</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
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</table>

Appendix 4: Individual Learning Plan

Individual Learning Plan			
Learner name:		Course:	
Prior knowledge, experience and qualifications			
Additional support requirements			
Initial assessment results	Mathematics	English	Other
Long-term goal			
Initial targets	Targets		Date to be achieved
	Stretch target		
1st review	Progress towards targets		
	Learner comments/self-assessment on progress		
	Revised targets		Date to be achieved
	Stretch target		

Appendix 5: Scheme of work template

Scheme of work				
Teacher:		Course title:	Awarding body:	
Course aims:			Level:	
			Course length:	Lesson length:
			Day(s):	
			Time:	
Week	Learning outcomes	Teaching / learning methods	Assessment methods	Resources

Appendix 6: CPD reflective template

Critical task

Based on the last time you attended CPD of any kind, fill in the reflective template. Make sure you think about how you are going to make use of the professional development (see Chapters 1 and 2).

CPD reflective template
Date:
CPD event Brief details (length of course, who delivered it, internal or external):
Participants Were other people from your workplace on the course? Where were the majority of people from?
Key learning outcomes* What did you learn/discover?
Reflections How can this be used in your teaching and learning?
Action points What actions do you need to take to use what you have learned in your job? (Do you need further training on this, do you need to speak to a line manager, can what you have learned be cascaded to other members of staff?)

** If you did not learn/discover anything useful, please use the boxes above to explain why this was. Perhaps the training was not at the right level for you or it was not appropriate for your job? Outline what training would be more suitable for you and discuss with your line manager.*

Appendix 7: Chapter links to the Professional Standards

STANDARD	CHAPTER
Professional values and attributes *Develop your own judgement of what works and does not work in your teaching and training.*	
1 Reflect on what works best in your teaching and learning to meet the diverse needs of learners	Chapter 1 Chapter 2 Chapter 4 Chapter 9
2 Evaluate and challenge your practice, values and beliefs	Chapter 1 Chapter 2 Chapter 4 Chapter 9 Chapter 12
3 Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge	Chapter 3 Chapter 7
4 Be creative and innovative in selecting and adapting strategies to help learners to learn	Chapter 9 Chapter 12
5 Value and promote social and cultural diversity, equality of opportunity and inclusion	Chapter 4 Chapter 7 Chapter 9 Chapter 11
6 Build positive and collaborative relationships with colleagues and learners	Chapter 3 Chapter 4 Chapter 6 Chapter 7
Professional knowledge and understanding *Develop deep and critically informed knowledge and understanding in theory and practice.*	

STANDARD	CHAPTER
7 Maintain and update knowledge of your subject and/or vocational area	Chapter 3 Chapter 11 Chapter 13
8 Maintain and update your knowledge of educational research to develop evidence-based practice	Chapter 3 Chapter 13
9 Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence	Chapter 5 Chapter 6 Chapter 7 Chapter 10 Chapter 13
10 Evaluate your practice with others and assess its impact on learning	Chapter 1 Chapter 7 Chapter 10
11 Manage and promote positive learner behaviour	Chapter 4
12 Understand the teaching and professional role and your responsibilities	Chapter 3 Chapter 4 Chapter 11
Professional skills *Develop your expertise and skills to ensure the best outcomes for learners.*	
13 Motivate and inspire learners to promote achievement and develop their skills to enable progression	Chapter 4 Chapter 8
14 Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment	Chapter 4 Chapter 7 Chapter 8 Chapter 9 Chapter 10 Chapter 12
15 Promote the benefits of technology and support learners in its use	Chapter 6 Chapter 12 Chapter 14
16 Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning	Chapter 8 Chapter 14

STANDARD	**CHAPTER**
17 Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge	Chapter 5
18 Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	Chapter 5 Chapter 6
19 Maintain and update your teaching and training expertise and vocational skills through collaboration with employers	Chapter 3 Chapter 11
20 Contribute to organisational development and quality improvement through collaboration with others	Chapter 11

Source: ETF (2014) *Professional Standards for Teachers and Trainers in Education and Training: England.* Education and Training Foundation. [online] Available at: www.et-foundation.co.uk (accessed August 2019).

Appendix 8: Abbreviations and acronyms quiz

How many of the following abbreviations and acronyms from the further education sector do you know?

ATLS.....

BIS.....

CAT.....

CET.....

CPD.....

DBS.....

DET.....

ETF.....

GLH.....

HEI.....

ITE.....

ITT.....

LSIS.....

NIACE.....

Ofsted.....

PCET.....

QTLS.....

RQF.....

SET.....

SWOT.....

VARK.....

WBL.....

You will find the answers to these in the glossary (Appendix 2) or in the content within this book.

Appendix 9: Reflections and actions from CPD event

CPD session topic: .....

Key points noted:
Relevance to my teaching and learning:

Implications for my area of work and for my role:
Response to these issues/actions I should take: (eg discussion with a critical friend, line manager, colleagues; reading relevant newspapers, reports, etc.)

Appendix 10 Chapter links to the Apprenticeship Standards

STANDARD		CHAPTER
Professional behaviours		
1 Operate at all times to ethical and legal standards and within professional boundaries		Chapter 9 Chapter 12 Chapter 14
2 Value diversity and actively promote equality of opportunity and inclusion		Chapter 8 Chapter 14
3 Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control		
4 Promote a passion for learning and high expectations of all learners		Chapter 9
5 Model exemplary communication skills with learners and in all professional relationships		Chapter 6
6 Be a role model for the effective use of current, digital and mobile technologies in support of teaching and learning		
7 Underpin their practice by reference to professional standards and evidence-based teaching and learning		Chapter 9 Chapter 12
The learning and skills teacher will be able to: **Plan learning to:**	**The learning and skills teacher will understand:** **Principles of effective programme design**	
S1 meet programme requirements and deliver learning outcomes in a realistic context	K1 how to organise and combine syllabus outcomes into meaningful/ realistic learning opportunities	Chapter 8 Chapter 11
S2 ensure that learning activities are authentic in relation to workplace practice	K2 current and emerging workplace practice	Chapter 8 Chapter 14

STANDARD		**CHAPTER**
S3 encourage learners to develop: ○ autonomy and resilience; ○ personal and interpersonal effectiveness; ○ social awareness and respect for others; ○ essential employability skills.	S3 evidence-based strategies to ensure that the learning process develops individuals to be highly effective within the workplace, with their families and in their communities	Chapter 14
Design and deliver learning sessions and activities to:	**Principles of effective learning**	
S4 engage learners to establish standards of behaviour, mutual respect and safe working	K4 how to engage learners in maintaining ground-rules for safe and effective learning	Chapter 7
S5 avoid and overcome unfair disadvantage and barriers to learning	K5 the causes of unfair disadvantage and barriers to learning, and ways to overcome them	Chapter 9 Chapter 14
S6 develop mathematics and English skills necessary for vocational achievement	K6 mathematics and English in the vocational context and opportunities and support for their development	Chapter 9 Chapter 14
S7 actively engage and inspire all learners and encourage them to set challenging goals	K7 how to ensure that learning activities actively engage and challenge all learners	Chapter 8
S8 use resources that are inclusive and add value to learners' development	K8 when best to use learning resources to support learners without excluding others	Chapter 9
S9 use digital and mobile technologies in ways that are safe and support effective learning	K9 current and emerging learning technologies and how they can be used safely and effectively	
Facilitate individualised learning through:	**Principles of individualised (differentiated) learning**	
S10 access to up-to-date information, advice and guidance	K10 sources of current information, advice and guidance	Chapter 14
S11 reference to initial and diagnostic assessment of learners' needs obtained at the start of and throughout the learner's journey	K11 effective use of initial and diagnostic assessment and their application at the start of or during a programme	
S12 varied learning activities that naturally allow all learners to contribute	K12 ways for learners to develop or acquire skills and knowledge individually or as part of a team-based task	Chapter 9

STANDARD		**CHAPTER**
S13 facilitate regular 360˚ feedback that empowers learners in their own development	K13 how to involve learners in understanding their own progress, and updating their learning records and plans	
S14 regular formative assessment processes and updated individual learning plans	K 14 valid processes of Assessment for Learning and ways to ensure that ILPs support the entire learning journey	
S15 coaching (or referral) of learners to address unhelpful behaviours or viewpoints	K15 recognised coaching techniques and the circumstances in which referral may be necessary	Chapter 7
S16 collaboration with relevant colleagues and professionals to support individual action plans	K16 how and where to access support for learners in achieving agreed developmental targets	Chapter 14
Quality assure outcomes for learners through:	**Quality assurance within the education context**	
S17 compliance with internal and external regulations, legislation and guidance in respect of: ○ teaching, learning and assessment; ○ recording, storing and sharing information relating to learners and learning; ○ the physical and psychological safety of all learners.	K17 the requirements and implications of: ○ organisational policies and procedures; ○ Ofsted Common Inspection Framework; ○ awarding organisations; ○ funding agencies; ○ legislation (eg equalities and safeguarding).	Chapter 14
S18 seeking feedback from learners, colleagues and relevant others to support quality improvements in teaching and learning	K18 effective methods of securing valid feedback from stakeholders (eg learners, colleagues, employers) to support improvements, and how to triangulate feedback from a range of relevant sources	Chapter 14
S19 continually updating their own knowledge and skills as a teaching professional and a subject specialist	K19 ways to access personal and professional development and to maintain vocational currency	Chapter 12
S20 using aggregated assessment data to review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners	K20 the use of aggregated assessment data to inform personal and professional development and to identify and report gaps in progress for groups of learners	Chapter 14
S21 supporting organisational development and quality improvement interventions	K21 organisational, collaborative quality improvement strategies	Chapter 11

Index

abstract conceptualisation, 22
academic reading skills, 217–18
academic writing skills
    assessment criteria, 220
    critical language, 221
    critical phrasebank, 221
    critical writing, 221
    structuring essays, 219
    word count, 222
    work presentation, 222
accessibility
    curriculum, 00496,
    learners, 00403,
Act of Parliament, 49
active experimentation, 22
active problem solving, 193
adult ego, 104
affective domain, 137
AfL, *see* assessment for learning
analysis, definition, 36
AOs, *see* awarding organisations
appropriate/inappropriate behaviour,
    learners, 00186, 00187,
Argyris, C, 16, 18, 24, 38
Armitage, A, 00401, 00475, 115
assessed observations, 149
assessment
    communication in, 101–2
    diagnostic, 00267,
    formative, 81, 101
    group, 91
    ICT in, 194
    individual, 91
    judgements, 78–9
    peer, 89
    positive and negative feelings, 77
    qualification frameworks, 92
    quality systems, 92
    self, 89
    skill, 91
    summative, 91
assessment for learning (AfL), 79, 80
assessment of learning, 78
assessment principles
    authenticity, 85
    currency, 00264,
    practicality, 85
    reliability, 83, 84
    sufficiency, 85
    transparency, 84, 85
    validity, 83
assessment-led learning, 79
assistive technology, 197
Associate Teacher of Learning and
    Skills (ATLS), 00023,
associative discrimination, 154
ATLS, *see* Associate Teacher of Learning and Skills
authenticity, 85
awarding organisations (AOs), 00162,
    00439, 84, 85, 90

behaviour policy, learners, 00207,
behavioural management
    behavioural approach, 117–18
    cognitive approach, 118–19
    humanistic approach, 117
BERA, *see* British Educational Research
    Association
Berne, E, 104
bibliography, 223
Blass, E, 189
Bloom, Benjamin, 136
British Educational Research Association
    (BERA), 206–7
Broadfoot, P, 77
Brookfield, S, 15, 18, 21, 24, 115
Brookfield's lens approach
    autobiographical as learner
        and teacher, 18
    theoretical literature, 21–2
    through colleagues' eyes, 19
    through learners' eyes, 21
Browne, E, 189
Butler Act, 3, 5
Byrne, M, 00119, 00190, 00206,

career progression
    continuing professional
        development, 210–11
    description of, 209
    with degree, 209
    without degree, 210
CAVTL, *see* Commission on Adult Vocational
    Teaching and Learning
child ego, 104
citations, 223
Claxton, G, 24
Coffield, F, 41
Coffield, Frank, 00160, 48, 92
cognitive domain, 136
Cohen, L, 206
Commission on Adult Vocational Teaching and
    Learning (CAVTL), 00509, 00549,

communication
assessment in, 101–2
definition of, 99
importance of, 99
informal *vs*. formal, 106
interpersonal, 99
methods of, 105–6
non-verbal, 105
para-language, 105, 106
principles of, 99–100
questioning skills, 103
social media, 106, 107
theories and models of, 101
transactional analysis, 104–5
verbal, 105
written, 106
competence-based assessment, 00221, 00220,
continuing professional development (CPD)
activities, 211
description of, 210
generic and specialist, 211
reflective template, 242
cooperative learning, 00220, 192
CPD, *see* continuing professional development
credits, DET qualification, 7
criterion-based assessment, 78
critically informed reflection, 42
critical language, 221
critical learners 38
academic and professional practice, 38, 40
encouraging, 41
critical phrasebank, 221
critical reflection, 14*see also* evaluation of practice; reflection
critical thinking 34
approach in academic guidance, 36
core skills, 36
theories and principles, 34, 35
critical writing, 221
currency, 86
curriculum
evaluation and analysis of, 168–9
hidden, 165
ICT into, 193
influences of, 167
levels, 168–9
meaning of, 164
process model, 166–7
product/objectives model, 165–6
quality, accessibility and validity, 00498,

data protection, 195
Data Protection Act (DPA), 00145, 00166, 17,
Dave, R H, 136
Davis, A, 189
DBS, *see* Disclosure and Barring Service
delivery models, planning, 134, 135
Denscombe, M, 206
Dewey, J, 197
diagnostic assessments, 00266,
differentiation
Bloom's taxonomy and task design, 155–6
by role, 156
planning, 139–40
questioning techniques, 156
direct discrimination, 154
direct quotes, referencing, 224
Disclosure and Barring Service (DBS), 00163, 52
discrimination, 154
discrimination by perception, 154
discussion board, 192
diversity, 153
DPA, *see* Data Protection Act
dual professionalism, 00122, 178–9

E-safety, 21, 196
Education Act, 49, 55, 92
Education and Skills Act, 115
Education Reform Act, 49
Education Strategy 2020, 00054,
educational research
BERA, 206–7
ethical approval, 206
interpretivist paradigm, 208
positivist paradigm, 208
research methodology, 208
research opportunities, 209
effective feedback, 102
ego, 104, 105
EHRC, *see* Equality and Human Rights Commission
Elton Report, 119
embedded teaching and learning, 157
EQF, *see* European Qualifications Framework
equality, 153
Equality Act, 00175, 50, 54, 153, 154
Equality and Human Rights Commission (EHRC), 00164, 50, 179
European Qualifications Framework (EQF), 93
evaluation, definition, 36
evaluation of practice
aims, 14
Brookfield's lens approach, 18–22
description of, 14–15
Kolb's experiential learning cycle, 22–3
lack of, 23
occurrence of, 26
reasons for, 23–6
Schon's *in* and *on* action model, 16–17
evidence-based practice, 204–5
evidence-based teaching, 00527,
explanation, definition, 36
extrinsic motivation, 115

facial expressions, communication, 105
Facione, P, 36, 38, 40, 41
FE, *see* further education
feedback
effective, 102
formative, 101

FENTO, *see* Further Education National Training Organisation
Flörez, M, 79, 90
Fog index, 00408, 00410,
Fontana, D, 118
formal communication, 106
formative assessment, 81, 101
formative feedback, 101
Foster, Sir Andrew, 00007,
functional skills, planning, 141
Further and Higher Education Act, 3, 6
further education (FE)
  description of, 2
  environments, 2
  legislation and regulatory requirements, 49–52
  long-term futures, 00006, 00008,
  professionalism, 48
  social productivity, 00009,
  standards and qualifications, 6–7
  working in, 48
Further Education and Skills sector, *see* further education (FE)
Further Education Funding Council (FEFC), *see* Learning and Skills Council (LSC)
Further Education National Training Organisation (FENTO), 3, 6
further education teachers
  colleagues and points of referral, 54
  professional behaviours, values and attributes, 53
  rights, 54, 55
  roles and responsibilities, 47–8

generic continuing professional development, 211

Goldacre, Ben, 204
good teaching, 150
good tutor, 48
Goodman, A, 00197,
Gould, J, 119
Green, M, 00210,
Grey, D, 00472, 00481, 00476,
Griffin, C, 00473, 00477,
group assessments, 91
groupthink, 22

harassment, 154
  by third party, 154
Hargie, O, 99, 105
Hartley, P, 99
Harvard referencing, 223
Hasson, G, 106
Health and Safety at Work Act, 50
Health and Safety Executive (HSE), 00174, 50, 179
Health and Safety Regulations, 1992, 196
HEIs, *see* higher education institutions
hidden curriculum, 165
Higgins, J, 00118, 00189, 00205,
higher education institutions (HEIs), 00440, 7
Hootstein, E W, 00377, 119
HSE, *see* Health and Safety Executive

ICT, *see* information and communication technology
IfL, *see* Institute for Learning
ILPs, *see* individual learning plans
inclusive learning environment, 113
indirect discrimination, 154
individual assessment, 91
individual learning plans (ILPs), 00171, 00169, 00168, 00428, 237
inference, 36
informal communication, 106
information and communication technology (ICT), 187, 228
  aims, 187
  assessment process, 194
  assistive technology, 197
  data protection, 195
  in education, 189, 190
  embedding into curriculum, 193
  E-safety, 196
  Health and Safety Regulations, 1992, 196
  implementation, 190
  legislation, responsibilities, regulations and requirements, 195, 197
  online collaborative tools, 192
  pedagogy development, 191, 193
  social networking, 195
  virtual learning environment, 191, 193
Information Commissioner's Office, *see* Data Protection Act (DPA)
initial assessment (IA) learners, 00172,
  planning in, 139–40
initial teach education (ITE), 00126,
initial teacher training (ITT), 00027,
in-service training, 7
Institute for Learning (IfL), 00025, 00123, 00120,
Code of Practice, 00150, 00151,
internet referencing, 225
interpersonal communication, 99
interpretation, definition, 36
interpretivist paradigm, 208
in-text referencing, 223–4
intrinsic motivation, 115
ITE, *see* initial teach education
ITT, *see* initial teacher training

James Report, 3

Kahn, S, 191
kinesics, 105
King, M, 00199,
Knasel, E, 90
Kohn, A, 118
Kolb, D, 15, 22, 23
Kolb's experiential learning cycle, 22–3
Kyle, P, 114

Labour Government, 6
learners
    accessibility, 00405, 00404,
    appropriate/inappropriate behaviours, 00188,
    behaviour policy, 00208,
    behavioural environment, 00179,
    identifying and evaluating resources, 00402,
    initial assessment, 00173,
    physical environment, 00177,
    professional behaviours, 00185,
    readability, 00407,
    recruitment and guidance, 00161,
    safeguarding, 00196,
    Special Education Needs, 00182,
Learning and Skills Council (LSC), *see* Skills Funding Agency (SFA)
Learning and Skills Improvement Services (LSIS), 00005, 00028, 9
learning environment
    inclusive, 113
    motivating, 115–16
    supportive, 114–15
learning theories, 182
legislation, 49, 180
Leitch Review, 182
level 5 DET qualification
    credits, 7
    in-service and pre-service delivery modes, 7
    level and size of, 7–8
    observation of practice, 9
    purpose of, 7
    teaching hours, 9
Lifelong Learning UK (LLUK), 00022, 6
literacy, language and numeracy (LLN)
    description of, 00554,
    knowledge, understanding and personal skills, 226–7
    language of, 228
LLUK, *see* Lifelong Learning UK
LSIS, *see* Learning and Skills Improvement Services

Martinez, P, 00170,
Maslow, A H, 00193, 115, 116, 223
Massey, A, 00202, 00198,
McNair Report, 3, 5
Mehrabian, Albert, 105
Mezirow, J, 24
Moser, Claus, 182
motivating learners, resources, 00409,
motivating learning environment, 115–16
Mulnix, J, 35, 38, 41

Nasta, T, 00474, 00495,
negative feelings, 77
negative reinforcements, 118
non-verbal communication (NVC), 105
norm-referencing, 00224, 79
Nutt, J, 189
NVC, *see* non-verbal communication

objectives model of curriculum, 165–6
OECD, *see* Organisation for Economic Cooperation and Development
Office for Standards in Education (Ofsted), 51
Office of Qualifications and Examinations Regulation (Ofqual), 00302,
Ofqual, *see* Office of Qualifications and Examinations Regulation
Ofsted, *see* Office for Standards in Education
online collaborative tools, 192
online tests, 192
optional units, 233–4
Organisation for Economic Cooperation and Development (OECD), 47, 189, 190, 195
organisational policies, 180
outstanding teaching, 149

para-language communication, 105
parent ego, 104
Parry, D, 00204,
peer assessment, 89, 90, 193
Perry, A, 38, 92
Petty, G, 00528, 102
Piaget, J, 22
PISA, *see* Programme for International Student Assessment
planning
    delivery models, 134, 135
    differentiation, 139–40
    initial assessment, 138
    literacy, language, numeracy and ICT skills, 5D1,
    wider skills, 142
planning documentation
    individual learning plans, 137–8
    scheme of work, 135
    teaching and learning plans, 136–7
points of referral, 00159, 54
Porter, A, 168
Pose, Pause, Pounce approach, 103
positive feelings, 77
positive reinforcements, 117, 118
positivist paradigm, 208
practicality, 85
practice of teaching
    assessed observations, 149
    differentiation, 155–6
    discrimination, 154
    diversity, 00452,
    embedded teaching and learning, 157
    equality, 153
    good teaching, 150
    meaning of, 148
    outstanding teaching, 149
pre-observation checklist, 152–3

pre-service training, 7
process model of curriculum, 166–7
product model of curriculum, 165–6
professional behaviour, learners, 00184, 00183,
professionalism, 48
Programme for International Student Assessment (PISA), 92
protected characteristics, 00178,
proxemics, 105
PSED, *see* Public Sector Equality Duty
PSH, *see* Public Services Hub
psychomotor domain, 136, 137
Public Interest Disclosure Act, 50
Public Sector Equality Duty (PSED), 00176, 153
Public Services Hub (PSH), 00004,
punishment, 118

QA, *see* quality assurance
QTLS, *see* Qualified Teacher of Learning and Skills
qualification frameworks, assessment, 92
Qualified Teacher of Learning and Skills (QTLS), 00024,
quality assurance (QA), 181
quality systems, assessment, 92
questioning skills, 103
questioning techniques, differentiation, 156

Race, P, 77, 83, 84, 90, 101
readability, 00406,
Reece, I, 00191,
reference list, 223, 225–6
referencing
  bibliography *vs.* reference list, 223
  citations, 223
  direct quotes, 224
  Harvard, 223
  internet, 225
  in-text, 223–4
  reasons for, 222
  reference list, 225–6
  secondary, 224–5
reflection
  aims, 14
  Brookfield's lens approach, 18–22
  description of, 15–16
  Kolb's experiential learning cycle, 22–3
  lack of, 23
  occurrence of, 26
  on practice, 15–16, 23–6
  reasons for, 23–6
  Schön's *in* and *on* action model, 16–17
Regulated Qualifications Framework (RQF), 53, 2, 7, 93
reliability, 83, 84
Report of the Committee on Students with Learning Difficulties and/or Disabilities, 113
Robinson, Ken, 00209,
Rogien, L, 114
role play, 193
RQF, *see* Regulated Qualifications Framework
Russell Report, 3, 6

safeguarding learners, 00195,
Sammonds, P, 79, 90
scepticism, 34
scheme of work, 135, 238
Schön, Donald, 00058, 15, 16, 18, 24, 135
Schön's *in* and *on* action model, 16–17
secondary referencing, 224–5
self-assessment, 89, 90
self-reflection, 18
self-regulation, 36
SEN code of practice, 60,
SEND, *see* Special Educational Needs and Disability
Simpson, E J, 136
skill assessment, 91
Skills Commission Report, 00021,
Skills Funding Agency (SFA), 6
Slater, L, 00127, 00128, 48
social media, communication, 106, 107
social networking, 195
social productivity, 00010,
Special Educational Needs and Disability (SEND), 63, 197
Special Education Needs Disability Act, 50
specialist continuing professional development, 211
stakeholders, 179
Stenhouse, L, 166
Stipek, D, 115
structuring essays, 219
Success for All Report, 3
sufficiency, 85
summative assessment, 91
supportive learning environment, 114–15

TA, *see* transactional analysis
Taubman, D, 00203,
Taylor, C, 00194, 00201,
teaching and learning plans, 136–7, 233
Tomlinson Report, 00578, 00580, 00579, 113
Torrance, H, 78
transactional analysis (TA), 104–5
transformative learning, 24
transparency, 84, 85
Tyler, R W, 165, 166

validity
  assessment principles, 83
  curriculum, 00497,
Valued, Included, Accepted, Belonging, Listened to, Encouraged (VIABLE), 114
verbal communication, 105
VIABLE, *see* Valued, Included, Accepted, Belonging, Listened to, Encouraged
victimisation, 154
virtual learning environment (VLE), 191, 193
VLE, see virtual learning environment

Walker, S, 00192,
Walmsley, H, 193
Walmsley's Best Practice Model for E-Learning, 193
whistleblowing, 50
Widdowson, J, 00200,
wider professional practice
    dual professionalism, 178–9
    legislation, 180
    meaning of, 174
    non-teaching roles and duties, 176–8
    organisational policies, 180
    professional knowledge and understanding, 175
    professional skills, 176
    professional values and attributes, 175
    quality assurance, 181
    role of external bodies, 179
    social, political, economic context, 181–2
    stakeholders, 179
    working with other professionals, 178
wider skills, 142
Wiki, 192
Williamson, Bill, 92
Willingham, D, 35, 41
Willis Jackson Report, 3, 6
Wilson, L, 166
Wolf Report, 001674, 49, 86, 92
Workforce Strategy Report, 4
written communication, 106