

## **6504-51 Diploma in Teaching - Points of clarification from Q&A sessions 2025**

### **1. Can a practitioner who has a level 4 teaching qualification act as a subject specialist mentor?**

It is specified that all mentors (subject specialist and pastoral) must be fully qualified teachers (eg hold a Level 5 qualification). However, where there is a lack of appropriate qualified teachers in the subject area (eg because it is a niche subject area) a practitioner with a Level 4 qualification, sufficient expertise in their subject area and proven delivery experience, could take the role of subject specialist mentor.

**Where this is agreed with the EQA, this practitioner cannot observe any teaching practice.**

### **2. Can we use alternative methods for evidence?**

C&G have designed a set of tasks which are mandatory.

### **3. Can we use our own lesson plans and SoW?**

All the forms provided by C&G are mandatory. However, where a centre's lesson plans and schemes of work meet all of the criteria the C&G forms, it is acceptable to use these. Agree the use of own documents with the EQA prior to the course start.

### **4. Do we record development requirements, and if so, how?**

The observation feedback form provides a space for overall feedback, which can include areas for development. In addition, there is a PDP form and PDP review form, where developmental areas can be recorded. Finally, the mentor logs may identify areas for development, where appropriate.

### **5. We don't put how we assess on our lesson plans**

The C&G lesson plan pro-forma requires trainee teachers to record how they will assess learners throughout a lesson. The methods chosen must be included. If a centre wishes to use their own lesson plan, then this must be added.

### **6. Can trainees observe a person who is not a qualified teacher but teaches practical subjects in another department**

When observing a teacher, trainees can observe a practitioner, even if they are not a qualified teacher. They may also be from outside of the trainee's usual subject area.

However, they must be experienced in teaching/delivering learning. The experience must be valuable to the trainee teacher.

### **7. What happens if they fail an observation?**

Observations of teaching practice are not graded, but there is a set of criteria which must be met. Where an observation does not meet the criteria, the report goes into portfolio as a development tool. There would need to be an additional observation. The minimum is 10 but more can be undertaken where necessary.

### **8. What happens if they don't meet all of the KSBs on every observation?**

The criteria to be met during an observation and on all tasks is cross referenced to the KSBs. It is expected that mostly skills and behaviours will be observed during teaching observations and knowledge will be met through the written assignments. It is anticipated that not all skills will be observed at every observation, but provided all skills are seen on up to 6 occasions, over a number of observations, this is acceptable.

### **9. Can we have a subsidiary placement in another part of the college that does things differently?**

Subsidiary placements must be “significantly different” to the trainee’s usual placement and different departments within a college are unlikely to provide this. In extremis, contact your EQA for guidance.

### **10. What do you mean by a small group?**

- Small groups are 4-7 learners

### **Observations of practice**

- There must be a minimum of 10 observations, two of which can be undertaken by the subject specialist mentor.
- There is an expectation that at least one observation will focus on online/digital/technological aspects.
- Over a period of time, all skills must be observed 6 times and criteria achieved within the 10 observations

### **Tips for delivery**

- The delivery model will need to be different to that of the DET - start afresh.

- The units can be delivered in any order but bear in mind that unit 501 is where the trainees introduce themselves and their learners so is a good starting point, and units 502, 503 and 504 will run like a thread through the qualification and trainees will be re-visiting them throughout their period of study.
- Different models of subsidiary teaching placements have been put forward. Could be 1 day a week, or one college is using a full week on placement (a bit like work experience). Some are using their cross-college CPD days to release trainees. It does not matter in which year the subsidiary placement takes place and can be more than one placement. The important thing is the need to have meaningful activities and discussions. Knowledge gathering is important.
- The framework includes two mentors and this cannot be changed. They need to be different people.
- Think about setting a word count if this fits with your college model
- Trainees need to use a recognised academic form of referencing. City and Guilds usually recommend Harvard Referencing. Remember that footnotes and citing is not referencing.