



**UNIVERSITY
CENTRE**
SOUTH DEVON

PROGRAMME HANDBOOK 2021-2022

Level 5 Diploma in Education and Training

**Full Time & Part Time
Pathways**

Contents

| | |
|--|---|
| 1. Welcome and Introduction to the Level 5 Diploma in Education and Training | 3 |
| 2. Programme Specification | 5 |
| 3. Unit Records..... | 9 |



WELCOME AND INTRODUCTION

1. Welcome and Introduction to the Level 5 Diploma in Education and Training (DET)

The Level 5 Diploma in Education and Training prepares trainee teachers and trainers to teach in a wide range of contexts. To achieve the qualification, there is a requirement for teaching practice that requires observation and assessment of performance. The qualification can meet the needs of a range of trainee teachers and trainers, including:

- individuals who are not currently teaching and training but who can meet the practice requirements, including the observed and assessed practice requirements of the qualification
- individuals who are currently teaching and training, including those who have just begun teaching and training and who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification
- individuals currently working as assessors who wish to achieve a teaching qualification and who can meet the practice requirements, including the observed and assessed practice, of the qualification.

Through a range of delivery you will engage with a broad range of concepts which underpin education and training. This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

Progression Routes:

Upon successful completion of the DET course you can progress onto further study at level 6 and 7 with PGCE options, progress on to undertake masters and PhD study and progress into industry.

Programme Management

There is a designated Section Head and Programme Co-ordinator for the entire Education and Training programme for South Devon College and they support each programme manager. The full-time and part-time DET options each have a designated programme manager and tutor.

1.1. Personal Tutor

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters. Your personal tutor is contactable during working hours and where possible designated tutorial sessions should be arranged. If you have an emergency and are unable to contact your personal tutor then please do try to contact one of the other programme delivery team. Further information about tutoring at UCSD can be found by following this link to the [Student Development](#) policy.

1.2. Units Delivered

| Unit Number | Unit Name |
|-------------|--|
| 1 | Developing Teaching, Learning and Assessment in Education & Training |
| 2 | Teaching, Learning and Assessment in Education & Training |
| 3 | Theories, Principles and Models in Education & Training |
| 4 | Wider Professional Practice and Development in Education & Training |
| 13 | Developing, Using and Organising Resources in a Specialist Area |
| 21 | Inclusive Practice |
| 27 | Teaching in a Specialist Area |

1.3. Course Contact List

| Staff Name | Role | Email | Telephone |
|--------------|------------------|--|--------------|
| Katy Joy | Curriculum Head | Katy.joy@southdevon.ac.uk | 01803 540772 |
| Kath Burrows | Course Manager | Kath.burrows@southdevon.ac.uk | 01803 540456 |
| Paul Hooper | Lecturer and IQA | PHooper@southdevon.ac.uk | 01803 540456 |
| Emma Corin | Lecturer and IQA | ECorin@southdevon.ac.uk | 01803 540456 |

1.4 Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise step up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques. For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Preparatory Reading

Recommended books/ebooks:

- Gould and Roffey-Barentsen - **Achieving your Diploma in Education and Training**. 2nd Edition (Sage, 2018) ISBN 1526411334
 - £21.99 on Amazon, also available secondhand form £14.78
- Machin L *et al* - **A Complete Guide to the Level 5 Diploma in Education and Training**, 3rd Edition, (Critical Publishing, 2020) ISBN 97819113063375
 - £17.99 on Amazon
- Sherrington T – **Rosenshine's Principles in Action** - (John Catt, 2019) ISBN 1912906201
 - £7.99 on Amazon
- **Professional Standards** - <https://set.et-foundation.co.uk/professionalism/professional-standards/>
- **Minumum Core Guidance** - <https://www.feadvice.org.uk/sites/default/files/Minimum%20Core%20Guidance%20November%202016.pdf>

Other materials:

Society for Education and Training – FREE Student membership - <https://set.et-foundation.co.uk/membership/free-student-membership-offer/>

Last Saved: 21/07/2021

DET Programme Handbook

Page 5 of 23

1.5 COVID19 Programme Planning

| Covid 19 programme Planning | |
|--|--|
| General approach being undertaken | <p>We will follow government advice on social distancing and personal safety to ensure a 'Covid secure' working and learning environment.</p> <p>We know that we all may need to adapt if Covid conditions change. We will continue to provide a high quality learning experience utilising technology solutions as may be required.</p> <p>We will continue to update our dedicated Covid 19 webpage if and when circumstances change. We encourage all new and returning students to review this page to better understand the approach we are taking.</p> |
| Programme Teaching and Learning changes being undertaken | <p>Delivery can be amended to distance learning through the use of digital platforms including Microsoft Teams, Moodle and other relevant systems.</p> <p>Teaching practice may be placed on hold for trainees, however where online teaching can be undertaken this is recommended.</p> |
| Programme Assessment changes being undertaken | <p>Programme changes are dictated by the awarding body – Pearson and these will be communicated where appropriate to trainees.</p> |

2. Programme Specification

| | |
|----------------------------------|---|
| Teaching Institution: | South Devon College |
| Accrediting Body: | Pearson Education |
| Language of Study: | English |
| Mode of Study: | Full Time and Part Time |
| Final Award: | Level 5 Diploma in Education and Training |
| Programme Title: | Level 5 Diploma in Education and Training (DET) |
| Date of Programme Update: | June 2019 |

Admissions Criteria:

Last Saved: 21/07/2021

DET Programme Handbook

Page 6 of 23

| Qualification(s) Required for Entry to this Programme: | Details: |
|---|---|
| Level 5 - Completion of a foundation or Bachelor's degree | Completion of an appropriate Level 5 Qualification (FHEQ) or higher qualification in subject area. |
| Level 2: - GCSEs at Level 4 or above - Functional Skills Level 2 | GCSE, Functional Skills or A-Levels English Maths |
| Work Experience: | Not required but would be desirable |
| Other non-standard awards or experiences: | Considered on application and subject to interview. Mature students with relevant professional experience within related field may be considered. |
| APEL / APCL¹ possibilities: | Considered on individual merit Some modules may be more applicable than others |
| Interview / Portfolio requirements: | Candidates will be invited for interview and required to demonstrate the necessary motivation, potential, experience and/or knowledge to follow their chosen programme successfully. Agreement on individual suitability will be required from employers where they are sponsoring candidates on this programme. All candidates will be required to complete initial literacy and numeracy assessments. |
| Disclosure Barring Service (DBS) enhanced clearance required: | Yes |

¹ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

2.1.1. Plan of Delivery

| Full Time | | | | | |
|-------------|--|--------------|------------------------|---------------------------|---------------|
| Unit Number | Unit Name | Credits | Year of Delivery | Semester/Term of Delivery | Core/Optional |
| 1 | Developing Teaching, Learning and Assessment in Education & Training | 20 (Level 5) | 1 | All Year | Core |
| 2 | Teaching, Learning and Assessment in Education & Training | 20 (Level 4) | 1 (or APL from CET) | All Year | Core |
| 3 | Theories, Principles and Models in Education & Training | 20 (Level 5) | 1 | All Year | Core |
| 4 | Wider Professional Practice and Development in Education & Training | 15 (Level 5) | 1 | All Year | Core |
| 13 | Developing, Using and Organising Resources in a Specialist Area | 15 (Level 5) | 1 | All Year | Core |
| 21 | Inclusive Practice | 15 (Level 4) | 1 | All Year | Core |
| 27 | Teaching in a Specialist Area | 15 (Level 4) | 1 (or APL from CET) | All Year | Core |

| Part Time | | | | | |
|-------------|--|--------------|------------------------|---------------------------|---------------|
| Unit Number | Unit Name | Credits | Year of Delivery | Semester/Term of Delivery | Core/Optional |
| 1 | Developing Teaching, Learning and Assessment in Education & Training | 20 (Level 5) | 2 | All Year | Core |
| 2 | Teaching, Learning and Assessment in Education & Training | 20 (Level 4) | 1 (or APL from CET) | All Year | Core |
| 3 | Theories, Principles and Models in Education & Training | 20 (Level 5) | 1 | All Year | Core |
| 4 | Wider Professional Practice and Development in Education & Training | 15 (Level 5) | 2 | All Year | Core |
| 13 | Developing, Using and Organising Resources in a Specialist Area | 15 (Level 5) | 2 | All Year | Core |
| 21 | Inclusive Practice | 15 (Level 4) | 2 | All Year | Core |
| 27 | Teaching in a Specialist Area | 15 (Level 4) | 1 (or APL from CET) | All Year | Core |

ASSESSMENT:

All assessment is to be submitted through Turnitin, unless directed otherwise. Assessment results and feedback will be returned to you within 20 working days. Where work has been referred you will be issued with a referral deadline.

You will be assessed via three modes:

- Assignment and reflective practice portfolio evidence account for 75% of assessment
- Observation accounts for 25% of assessment including supporting teaching practice portfolio

Specific assessment information will be made available to you in the unit and assessment handbook at the start of the programme.

CONTACT TIME:

| Full Time | |
|----------------------------------|---------------|
| Scheduled activities/supervision | 160 hrs |
| Teaching hours | 100 hrs |
| Guided independent Study | 100 hrs |
| Total | 360hrs |

| Part Time (per year) | |
|----------------------------------|---------------|
| Scheduled activities/supervision | 80 hrs |
| Teaching hours | 50 hrs |
| Guided independent Study | 50 hrs |
| Total | 180hrs |

3. Unit Records

| | | | | |
|--|---|-------------------|---|--|
| Unit Number | 1 | Unit Title | Developing Teaching, Learning and Assessment in Education and Training | |
| Unit Ref Number | R/505/0923 | GLH | 65 | |
| Credit Value | 20 | Level | 5 | |
| Unit Aim: | | | | |
| <p>The aim of this unit is to give the learner knowledge, understanding and skills relating to teaching, learning and assessment in education and training. The unit aims to develop the learner's understanding of the principles and practices that underpin the practical skills. These are supported by research and the use of a range of resources so that the learner can appreciate the importance of different approaches. This research is essential when providing evidence so that the learner is able to demonstrate the level of analysis required for this Level 5 unit. Underpinning the understanding of teaching and learning is an understanding of the role and responsibilities of a teacher in education and training. This helps the learner to appreciate their role in relation to their learners and other professionals when negotiating and agreeing individual learning goals. This unit relies heavily on the learner being able to review their own skills and understanding through reflecting on their teaching in a practical context – based on the planning, delivering and assessing of inclusive teaching and learning in a specialist area. (This specialism can be further developed through the selection of appropriate optional units). The learner must demonstrate their ability to create and maintain an inclusive learning environment and then to evaluate their own teaching in order to develop their practice. The unit covers expectations in relation to the minimum core in teaching, learning and assessment. Since September 2000 it is expected that initial teacher education programmes equip all trainee teachers to develop inclusive approaches to addressing the language, literacy and numeracy (minimum core) needs of their learners.</p> | | | | |
| Essential Requirements: | | | | |
| <p>The achievement of Unit 3: Theories, Principles and Models in Education and Training, is a prerequisite for taking this unit.</p> <p>A minimum of 20 hours of teaching practice. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed in order to achieve the unit. To be eligible for the award of credit for this unit, a learner must be able to provide evidence of a minimum of two assessed observations of their own teaching that meet the required standard of practice.</p> | | | | |
| ASSESSED LEARNING OUTCOMES | | | | |
| Learning Outcome 1: Be able to investigate practice in own area of specialism | | | | |
| 1.1 | Analyse the application of pedagogical principles in own area of specialism | | | |
| 1.2 | Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism | | | |
| Learning Outcome 2: Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning | | | | |
| 2.1 | Use initial and diagnostic assessments to agree learners' individual goals and learning preferences | | | |

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| 2.2 | Devise a scheme of work taking account of: the needs of learners, the delivery model, internal and external requirements. |
| 2.3 | Design teaching and learning plans that take account of: the individual goals, needs and learning preferences of all learners, curriculum requirements |
| 2.4 | Identify opportunities for learners and others to provide feedback to inform inclusive practice |
| 2.5 | Explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment |
| Learning Outcome 3: Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment | |
| 3.1 | Analyse theories of behaviour management |
| 3.2 | Establish and sustain a safe, inclusive learning environment |
| 3.3 | Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management. |
| Learning Outcome 4: Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning | |
| 4.1 | Design resources that: actively promote equality and value diversity, meet the identified needs of specific learners |
| 4.2 | Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners |
| 4.3 | Demonstrate ways to promote equality and value diversity in own teaching |
| 4.4 | Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression |
| 4.5 | Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication |
| Learning Outcome 5: Be able to apply theories, models and principles of assessment to assessing learning in education and training | |
| 5.1 | Design assessments that meet the individual needs of learners |
| 5.2 | Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements |
| 5.3 | Demonstrate the use of assessment data in: monitoring learners' achievement, attainment and progress, setting learners' targets, planning subsequent sessions, recording the outcomes of assessment |
| 5.4 | Communicate assessment information to other professionals with an interest in learner achievement |
| 5.5 | Explain how own assessment practice has taken account of theories, models and principles of assessment |
| Learning Outcome 6: Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning | |
| 6.1 | Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning |
| 6.2 | Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning |
| Learning Outcome 7: Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering and assessing inclusive teaching and learning | |

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| 7.1 | Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning | | |
| 7.2 | Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning | | |
| Unit Number | 2 | Unit Title | Teaching, Learning and Assessment in Education and Training |
| Unit Ref Number | H/505/0912 | GLH | 65 |
| Credit Value | 20 | Level | 5 |
| Unit Aim: | | | |
| <p>The aim of this unit is to give the learner knowledge, understanding and skills relating to teaching, learning and assessment in education and training. The unit aims to develop the learner's understanding of the principles and practices underpinning practical skills. These are supported by research and the use of a range of resources to allow the learner to appreciate the importance of different approaches. This research is essential for the learner to be able to demonstrate the level of analysis needed for this unit.</p> <p>Underpinning the understanding of teaching and learning is an understanding of the role and responsibilities of a teacher in education and training. This understanding helps the learner to appreciate their role in relation to their learners and other professionals when negotiating and agreeing individual learning goals.</p> <p>This unit relies heavily on the learner being able to review their own skills and understanding through reflecting on their teaching in a practical context – based on the planning, delivering and assessing of inclusive teaching and learning in a specialist area. (This specialism can be further developed through the selection of appropriate optional units.) The learner must also demonstrate their ability to create and maintain an inclusive learning environment and then to evaluate their own teaching in order to develop their practice.</p> <p>The unit covers expectations in relation to the minimum core in teaching, learning and assessment as a means of embedding this in to their own planning, delivery and assessment.</p> | | | |
| Essential Requirements: | | | |
| <p>A minimum of 20 hours of teaching practice. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed in order to achieve the unit. To be eligible for the award of credit for this unit, a learner must be able to provide evidence of a minimum of two assessed observations of their own teaching that meet the required standard of practice.</p> | | | |
| ASSESSED LEARNING OUTCOMES | | | |
| Learning Outcome 1: Understand roles, responsibilities and relationships in education and training | | | |
| 1.1 | Analyse own role and responsibilities in education and training | | |
| 1.2 | Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities | | |
| 1.3 | Analyse the relationships and boundaries between the teaching role and other professional roles | | |
| 1.4 | Describe points of referral to meet the needs of learners | | |
| Learning Outcome 2: Be able to use initial and diagnostic assessment to agree individual learning goals with learners | | | |

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| 2.1 | Explain why it is important to identify and meet the individual needs of learners |
| 2.2 | Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals |
| 2.3 | Use methods of initial and diagnostic assessment to agree individual learning goals with learners |
| 2.4 | Record learners' individual learning goals |
| Learning Outcome 3: Be able to plan inclusive teaching and learning. | |
| 3.1 | Devise a scheme of work in accordance with internal and external requirements |
| 3.2 | Design teaching and learning plans that respond to: the individual goals and needs of all learners, curriculum requirements |
| 3.3 | Explain how own planning meets the individual needs of learners |
| 3.4 | Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners |
| 3.5 | Identify opportunities for learners to provide feedback to inform inclusive practice |
| Learning Outcome 4: Be able to create and maintain a safe, inclusive teaching and learning environment | |
| 4.1 | Explain why it is important to promote appropriate behaviour and respect for others |
| 4.2 | Explain ways to promote equality and value diversity |
| 4.3 | Establish and sustain a safe, inclusive learning environment |
| Learning Outcome 5: Be able to deliver inclusive teaching and learning | |
| 5.1 | Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners |
| 5.2 | Analyse benefits and limitations of communication methods and media used in own area of specialism |
| 5.3 | Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners |
| 5.4 | Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners |
| 5.5 | Demonstrate ways to promote equality and value diversity in own teaching |
| 5.6 | Adapt teaching and learning approaches and resources, including technologies to meet the individual needs of learners |
| 5.7 | Communicate with learners and learning professionals to meet individual learning needs |
| Learning Outcome 6: Be able to assess learning in education and training | |
| 6.1 | Explain the purposes and types of assessment used in education and training |
| 6.2 | Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners |
| 6.3 | Use types and methods of assessment, including peer- and self-assessment to: involve learners in assessment, meet the individual needs of learners, enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current and, meet internal and external assessment requirements |
| 6.4 | Use questioning and feedback to contribute to the assessment process |
| 6.5 | Record the outcomes of assessments to meet internal and external requirements. |
| 6.6 | Communicate assessment information to other professionals with an interest in learner achievement. |
| Learning Outcome 7: Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning | |

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| 7.1 | Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning |
| 7.2 | Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning |
| Learning Outcome 8: Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning | |
| 8.1 | Review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning taking account of the views of learners and others. |
| 8.2 | Identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning. |

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|------------------------|------------|-------------------|--|--|
| Unit Number | 3 | Unit Title | Theories, Principles and Models in Education and Training | |
| Unit Ref Number | A/505/0818 | GLH | 60 | |
| Credit Value | 20 | Level | 5 | |

Unit Aim:

The aim of the unit is to give learners underpinning knowledge and understanding to help in the development of their own practice in education and training. The unit includes an examination of theories, principles, and models of learning and teaching used to support education and training.

The unit addresses the importance of understanding the role of communication so that the learner is better equipped to deliver effectively. The unit also addresses the underpinning knowledge needed to create approaches to assessment that meet learner and assessment needs. Through developing an understanding of theories and models influencing curriculum development the learner is able to relate them to their own area of specialism. Through developing an understanding and ability to apply theories and models of reflection the learner will be in a better position to use the skills in the evaluation and improvement of their practice.

To provide an appropriate level of challenge, attention should be paid to developing appropriate research and study skills with learners. These skills can then be used to support the building of the essential body of knowledge to inform teaching practice. Links should be made with the practical core units Unit 2: Teaching, Learning and Assessment in Education and Training and Unit 1: Developing Teaching, Learning and Assessment in Education and Training.

Essential Requirements:

This unit is a prerequisite for Unit 1: Developing, Teaching, Learning and Assessment in Education and Training (Level 5). This is a knowledge-based unit and therefore there is no requirement for assessment of evidence based on teaching practice, however it is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.

ASSESSED LEARNING OUTCOMES

Learning Outcome 1: Understand the application of theories, principles and models of learning in education and training

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| 1.1 | Analyse theories, principles and models of learning |
| 1.2 | Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment |

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| 1.3 | Analyse models of learning preferences |
| 1.4 | Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment |
| Learning Outcome 2: Understand the application of theories, principles and models of communication in education and training | |
| 2.1 | Analyse theories, principles and models of communication |
| 2.2 | Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment |
| Learning Outcome 3: Understand the application of theories, principles and models of assessment in education and training | |
| 3.1 | Analyse theories, principles and models of assessment |
| 3.2 | Explain ways in which theories, principles and models of assessment can be applied in assessing learning |
| Learning Outcome 4: Understand the application of theories and models of curriculum development within own area of specialism | |
| 4.1 | Analyse theories and models of curriculum and development |
| 4.2 | Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism |
| Learning Outcome 5: Understand the application of theories and models of reflection and evaluation to reviewing own practice | |
| 5.1 | Analyse theories and models of reflection and evaluation |
| 5.2 | Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice |

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|---|---|-------------------|--|--|
| Unit Number | 4 | Unit Title | Wider Professional Practice and Development in Education and Training | |
| Unit Ref Number | H/505/0912 | GLH | 50 | |
| Credit Value | 15 | Level | 5 | |
| Unit Aim: | | | | |
| <p>The aim of this unit is to enable the learner to understand and apply the concept of professionalism, and dual professionalism, in order to promote wider professional practice in education and training. Based on an understanding of professional values the learner will be able to appreciate influences on their practice, in an area of specialism, determining their role and responsibilities. The unit gives learners the opportunity to develop an understanding of the social, political and economic factors that influence policy and the impact that policy has on their curriculum and practice. The unit also encourages learners to explore the impact of organisational processes and procedures, including those resulting from increasing accountability to stakeholders and external bodies.</p> <p>It is essential for learners to develop an understanding of the need for, and ways of contributing to, the quality assurance (QA) and quality improvement (QI) arrangements of an organisation. It is important to identify the role of the professional in promoting equality and diversity, as well as looking for opportunities to promote wider skills, knowledge and understanding to develop professional practice.</p> <p>The unit gives learners the opportunity to address the need for evaluating and improving their own practice by identifying opportunities for personal and professional development.</p> | | | | |
| Essential Requirements: | | | | |
| There are no essential resources for this unit. | | | | |
| ASSESSED LEARNING OUTCOMES | | | | |
| Learning Outcome 1: Understand professionalism and the influence professional values in education and training | | | | |
| 1.1 | Define the concept of professionalism and dual professionalism in education and training | | | |
| 1.2 | Explain ways in which own professional values influence own practice in an area of specialism | | | |

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| Learning Outcome 2: Understand the policy context of education and training | |
| 2.1 | Explain ways in which social, political and economic factors influence education policy |
| 2.2 | Analyse the impact of current educational policies on curriculum and practice in own area of specialism |
| Learning Outcome 3: Understand the impact of accountability to stakeholders and external bodies in education and training | |
| 3.1 | Explain the roles of stakeholders and external bodies in education and training |
| 3.2 | Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training |
| 3.3 | Explain why it is important to work in partnership with employers and other stakeholders in education and training |
| 3.4 | Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism. |
| Learning Outcome 4: Understand the organisational context of education and training | |
| 4.1 | Explain key aspects of policies, codes of practice and guidelines of an organisation |
| 4.2 | Analyse the impact of organisational requirements and expectations on curriculum practice in own area of specialism |
| Learning Outcome 5: Be able to contribute to the quality improvement and quality assurance arrangements of own organisation | |
| 5.1 | Analyse the quality improvement and quality assurance arrangements of own organisation |
| 5.2 | Explain the function of self-assessment and self-evaluation and the quality cycle |
| 5.3 | Evaluate a learning programme taking account of the quality maintenance of own organisation |
| 5.4 | Identify areas for improvement in the learning programme taking account of the outcomes of evaluation |

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| Unit Number | 13 | Unit Title | Developing, Using and Organising Resources in a Specialist Area | |
| Unit Ref Number | H/505/1090 | | GLH | 50 |
| Credit Value | 15 | Level | 5 | |
| Unit Aim: | | | | |
| <p>The aim of this unit is to enable learners to develop, use and organise resources in the lifelong learning sector. The unit covers the purpose, development and use of resources, how to organise them and enable access to others. It also covers legal requirements, responsibilities relating to resources and evaluating own practice in their development and use.</p> | | | | |
| Essential Requirements: | | | | |
| <p>There are no essential resources for this unit.</p> | | | | |
| ASSESSED LEARNING OUTCOMES | | | | |
| Learning Outcome 1: Understand the purpose and use of resources in own specialist area | | | | |
| 1.1 | Explain the purpose of resources in learning and teaching | | | |
| 1.2 | Evaluate the effectiveness of specific resources from own specialist area in meeting individual learning needs | | | |
| Learning Outcome 2: Be able to develop and use inclusive resources in own specialist area | | | | |
| 2.1 | Analyse principles of resource design | | | |
| 2.2 | Evaluate sources that inform resource development in own specialist area | | | |
| 2.3 | Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in own specialist area | | | |
| 2.4 | Analyse ways in which resources can be adapted to enable an inclusive approach in own specialist area | | | |
| 2.5 | Design resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area | | | |
| 2.6 | Employ resources to engage and meet the individual needs of learners in own specialist area | | | |
| Learning Outcome 3: Understand how to organise and enable access to resources | | | | |

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| 3.1 | Explain ways in which resources can be classified and stored |
| 3.2 | Review ways of sharing resources with other learning professionals |
| Learning Outcome 4: Understand legal requirements and responsibilities relating to the development and use of resources | |
| 4.1 | Review legal requirements and responsibilities relating to the development and use of resources |
| 4.2 | Analyse the implications of intellectual property rights and copyright for the development and use of resources |
| Learning Outcome 5: Be able to evaluate own practice in relation to development and use of resources in own specialist area | |
| 5.1 | Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area |
| 5.2 | Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area |
| 5.3 | Plan opportunities to improve own skills in development and use of resources in own specialist area |

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| Unit Number | 21 | Unit Title | Inclusive Practice | |
| Unit Ref Number | L/503/5384 | | GLH | 50 |
| Credit Value | 15 | | Level | 4 |
| Unit Aim: | | | | |
| The aim of this unit is to develop learners' understanding of inclusive practice. | | | | |
| It covers factors influencing learning and legislation relating to inclusive practice. It also includes roles and responsibilities relating to inclusive practice, how to create and maintain an inclusive learning environment and evaluating own inclusive practice. | | | | |
| Essential Requirements: | | | | |
| There are no essential resources for this unit. | | | | |
| ASSESSED LEARNING OUTCOMES | | | | |
| Learning Outcome 1: Understand factors which influence learning | | | | |
| 1.1 | Review the impact of personal, social and cultural factors on learning | | | |
| 1.2 | Review the impact of different cognitive, physical and sensory abilities on learning | | | |
| Learning Outcome 2: Understand the impact of policy and regulatory frameworks on inclusive practice | | | | |
| 2.1 | Summarise policy and regulatory frameworks relating to inclusive practice | | | |
| 2.2 | Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice | | | |
| 2.3 | Explain how policy and regulatory frameworks influence own inclusive practice | | | |

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| Learning Outcome 3: Understand roles and responsibilities relating to inclusive practice | |
| 3.1 | Summarise own role and responsibilities relating to inclusive practice |
| 3.2 | Explain the relationship between own role and the roles of other professionals involved in inclusive practice |
| 3.3 | Identify points of referral available to meet individual learning needs |
| Learning Outcome 4: Understand how to create and maintain an inclusive learning environment | |
| 4.1 | Review key features and benefits of an inclusive learning environment |
| 4.2 | Analyse ways to promote equality and value diversity |
| 4.3 | Analyse ways to promote inclusion |
| 4.4 | Review strategies for effective liaison between professionals involved in inclusive practice |
| Learning Outcome 5: Review strategies for effective liaison between professionals involved in inclusive practice | |
| 5.1 | Review the effectiveness of own inclusive practice |
| 5.2 | Identify own strengths and areas for improvement in relation to inclusive practice |
| 5.3 | Plan opportunities to improve own skills in inclusive practice |

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| Unit Number | 27 | Unit Title | Teaching in a Specialist Area | |
| Unit Ref Number | J/505/1096 | GLH | 50 | |
| Credit Value | 15 | Level | 4 | |
| Unit Aim: | | | | |
| <p>The aim of this unit is to develop learners' knowledge and skills in relation to teaching in a specialist area. The unit includes consideration of the aims and philosophy of education and training in a specialist area and the aims and structure of key qualifications and learning programme qualifications available. It also looks at curriculum issues, inclusive learning and teaching, and evaluating and improving own practice in a specialist area.</p> | | | | |
| Essential Requirements: | | | | |
| <p>There are no special requirements for this unit.</p> | | | | |
| ASSESSED LEARNING OUTCOMES | | | | |

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| Learning Outcome 1: Understand the aims and philosophy of education and training in a specialist area | |
| 1.1 | Explain key aims of education and training in own specialist area |
| 1.2 | Analyse philosophical issues relating to education and training in own specialist area |
| Learning Outcome 2: Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area | |
| 2.1 | Describe the aims and structure of key qualifications in own specialist area |
| 2.2 | Describe the aims and structure of learning programmes in own specialist area |
| 2.3 | Explain how own approach to planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met |
| Learning Outcome 3: Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area | |
| 3.1 | Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area |
| 3.2 | Explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies |
| Learning Outcome 4: Understand how to use resources for inclusive teaching and learning in a specialist area | |
| 4.1 | Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area |
| 4.2 | Analyse the inclusiveness of own use of teaching and learning resources in a specialist area |
| Learning Outcome 5: Be able to work with others within a specialist area to develop own practice | |
| 5.1 | Liaise with others within a specialist area to develop own practice |
| 5.2 | Review the impact of liaison with other teachers and trainers within own specialist area on own practice |
| Learning Outcome 6: Be able to evaluate, improve and update own knowledge and skills in a specialist area | |
| 6.1 | Review the effectiveness of own knowledge and skills in a specialist area |
| 6.2 | Identify own strengths and areas for improvement in relation to practice in a specialist area |
| 6.3 | Identify opportunities to improve and update own knowledge and skills in a specialist area |

