PROGRAMME QUALITY HANDBOOK 2023-2024

Level 5 Diploma in Education and Training

Contents

1. Welcome and Introduction to Level 5 Diploma in Education and Training

1.1 Welcome Statement

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH, our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [Student Handbook | University Centre South Devon (ucsd.ac.uk)](). It can also be navigated by going to [www.ucsd.ac.uk]() and searching for student handbook.

The Level 5 Diploma in Education and Training is a course which is designed to support those wanting to progress into a teaching role. There is the option to study this programme as a pre-service, or in-service teacher. This programme has been designed to equip you with the knowledge, skills and behaviours required to work in your chosen specialism in further education.

Through a range of delivery, you will engage with some of the key concepts that underpin education and training. These will include effective planning, teaching and assessment of learning, as well as developing your wider professional practices. A range of assessment formats are used to ensure all learning outcomes can be effectively evidenced. These can include assignment-based activity, professional discussion, and observation of practice. The ITE team work hard to develop supportive learning environments focused on developing your 'self-confidence' and 'self-concept', both as a teaching practitioner and an independent Higher Education student. By embedding evidence-informed principles, the curriculum aims to deliver a comprehensive educational experience enabling you to become a reflective, inspirational practitioner who proactively leads your own professional development, ensuring you remain at the forefront of innovative practice beyond your initial training year(s).

1.2 Programme Management

Role	Person	Email address
Personal Tutor and/or HE Lead	Kath Burrows / Paul Hooper	kathburrows@southdevon.ac.uk phooper@southdevon.ac.uk
Higher Education Coordinator	Sarah Venn-Dunn	sarahvenndunn@southdevon.ac.uk
Curriculum Head	Katy Joy	katyjoy@southdevon.ac.uk
Assistant Principal	Maria Woodger	mariawoodger@southdevon.ac.uk

1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. Your personal tutor is Kath Burrows. Kath has been teaching for 29 years, teaching philosophy and ethics, religious education, health and social care and extended projects. She has been involved

with teacher training for over 20 years, supporting NQTs and PGCE students on placements whilst working in both secondary and further education. Kath has also been a tutor in HE, assessing trainee teachers on placements across a number of schools in the South West. Kath has been working at South Devon College as part of the teacher training team for over 5 years.

1.4   Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. The integrated tutorial model ensures all students have a personal tutor and access to personal development resources, and can access professional study skills, wellbeing, disability, and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information.

See section Student Support Hub below for more information.

1.5   Course Contact List

Details of your module leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this link: https://www.ucsd.ac.uk/research-and-expertise/initial-teacher-education/

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs, please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

| Tutor	Units	Contact	If part time days/hours that are worked
Kath Burrows	All	kathburrows@southdevon.ac.uk	Mon – Fri 09:00 – 16:30
Paul Hooper	All	phooper@southdevon.ac.uk	Mon – Fri 09:00 – 16:30
Emma Corin	Assessment & Observations	ecorin@southdevon.ac.uk	Mon – Fri 09:00 – 16:30
Katy Joy	Education Policy & Observations	katyjoy@southdevon.ac.uk	Mon – Fri 09:00 – 16:30
Holly Vaughan	Stakeholders & Quality	hollyvaughan@southdevon.ac.uk	Mon – Fri 09:00 – 16:30

1.6 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 Stepping 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:

Recommended Preparatory Reading:
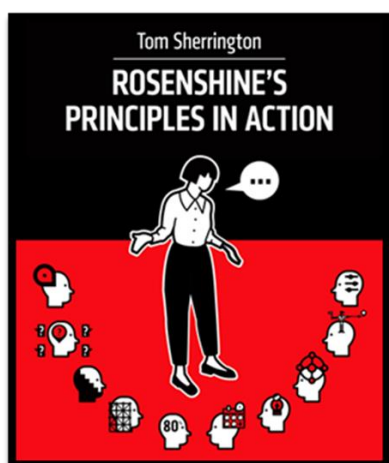
Sherrington, T. (2019) *Rosenshine's principles in action.* Woodbridge: John Catt Publications - ISBN 1912906201
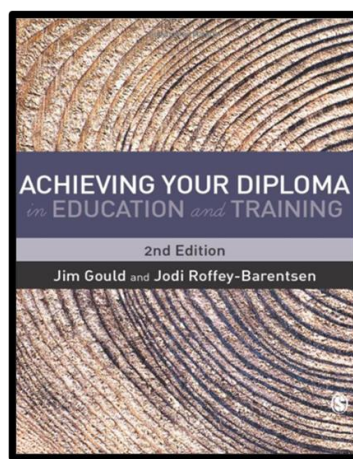
Gould, J. and Roffey-Barentsen, J. (2018) *Achieving your diploma in education and training.* 2nd edn. London: Sage - ISBN 9781526411334

- Professional Standards - https://set.et-foundation.co.uk/professionalism/professional-standards/

- Minimum Core Guidance - The-Minimum-Core-for-teacher-training-qualifications-Sept-22-V2-2.pdf (et-foundation.co.uk)

Other Materials:

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

1.7   Curriculum Design Principles

Programme Rationale (Summary)

The primary aim of the curriculum is to support new and aspiring teachers to become highly skilled, effective practitioners who incorporate evidence-informed practices within their day-to-day work. The core qualification embedded within the curriculum is the Level 5 Diploma in Education and Training (DET), which is designed to support the needs of both 'in-service' and 'pre-service' teachers by equipping them with the relevant knowledge, skills and behaviours associated with effective planning, teaching, and assessment of learning, as well as developing their wider professional practices. The Initial Teacher Education (ITE) team work hard to ensure the differing needs of both in-service and pre-service teachers are acknowledged and supported, by promoting the use of 'communities of learning' and 'coaching approaches', alongside more traditional lessons, seminars, and workshops. On completion of the course, trainees will be able to apply for a variety of teaching roles within the Further Education (FE) and Skills sector, or alternatively continue to develop their knowledge and skills within Higher Education (HE). Trainees can then apply for Qualified Teacher Learning and Skills (QTLS) status.

Context

The Level 5 Diploma in Education and Training curriculum reflects the most current and up to date industry practices. It has been designed alongside current education policy, research, and practices. The ITE team are actively engaged with multiple external organisations and bodies, including awarding organisations, The Department for Education, and Institute for Apprenticeships, which enables the team to keep abreast of changes in the sector. The ITE team also work closely with employers in the education sector, locally and nationally, to develop the curriculum and ensure currency of practice.

Content

Through the following units the Level 5 Diploma in Education provides a structured and sequenced approach to enhancing your knowledge, skills, and behaviours:

- Developing Teaching, Learning and Assessment in Education & Training
- Teaching, Learning and Assessment in Education & Training
- Theories, Principles and Models in Education & Training
- Wider Professional Practice and Development in Education & Training
- Developing, Using and Organising Resources in a Specialist Area
- Inclusive Practice
- Teaching in a Specialist Area

The units above have been developed into themes for delivery to develop the following professional behaviours:

- Adaptable when dealing with challenge and change, maintaining focus and self-control.
- Underpin practice by reference to professional standards and evidence-based teaching and learning.
- Committed to continuous professional development.

- Act in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students, and stakeholders.
- Act in a manner that is ethical, fair, consistent, and impartial, valuing equality, diversity and champion British values within professional boundaries.
- Model sustainable practices and promote sustainable development principles, values, and goals in relation.

Teaching and Learning Strategy

The delivery approach adopted provides a good blend of academic study and practical application, exposing trainees to a broad range of teaching styles. All members of the ITE team have strong teaching backgrounds enabling them to build trainees' knowledge and skills by modelling evidenced informed principles within their own practice. A range of assessment formats are used to ensure all learning outcomes can be effectively evidenced. The ITE team work hard to develop supportive learning environments focused on developing trainees' 'self-confidence' and 'self-concept', both as teaching practitioners and independent Higher Education students. By embedding evidence-informed principles, the curriculum aims to deliver a comprehensive educational experience enabling trainees to become reflective, inspirational practitioners who proactively lead their own professional development, ensuring they remain at the forefront of innovative practice beyond their initial training year(s).

Resources to Support Outstanding Teaching and Learning

You will be provided with a reading list in your course handbook. There is an onsite library where recommended reading texts are available. You will also be directed to a range of online sources of information throughout your programme to support your professional development. We highly recommend that you become a member of the Society for Education and Training, where you will have access to a vast range of free online resources, as well as opportunity to attend professional development courses.

1.8   Research and employment-informed teaching and learning

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

Professional Development

The ITE team are all highly qualified and experienced practitioners who are dedicated to maintaining their currency in practice through professional development.

Research and Scholarly Activity

Each member of the delivery team is engaged with research and scholarly activity, be that as part of a formalised qualification (Masters and Doctoral level) or as part of ongoing professional practice.

Each of the team have obtained a Fellowship of the Higher Education Academy where we have the following levels of Fellowship: Fellow, Senior Fellow and a recent application for Principal Fellow.

Industry Liaison and Engagement

We have high levels of engagement with industry with one of the team being chair of the Education and Training in FE trailblazer team which involves monthly engagement with other providers in the sector, such as the Institute for Apprenticeships and the Department for Education. Members of the team also work as external examiners in education programmes up to level 7.

1.9   Assessment and Feedback Strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ and the assessment guidance on the UCSD website https://www.ucsd.ac.uk/student-life/support/assessment-guidance/

Your module leaders will support you to develop the skills to succeed in your assessments, but you can also use the self-directed guidance on https://www.ucsd.ac.uk/student-life/support/assessment-guidance/ and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course.

Assessment on the Level 5 Diploma in Education and Training is broken into the following assessments:

Assessment Overview	
Assessment	**Submission Mode**
INTRODUCTORY ASSIGNMENT	Online via Moodle / Micro-Teach
ASSIGNMENT 1	Online via Moodle
ASSIGNMENT 2	Online via Moodle
ASSIGNMENT 3	Online via Moodle
ASSIGNMENT 4	Online via Moodle
ASSIGNMENT 5	Online via Moodle
ASSIGNMENT 6	Professional Discussion
ASSIGNMENT 7	Online via Moodle
TEACHING PRACTICE PORTFOLIO (*including associated 'Observation' documentation*)	Online via OneFile

Assignment tutorial weeks are built into the timetable and all trainees can book one-to-one tutorials with the assignment tutor.

1.10   Student Engagement in Ongoing Programme Development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole student body also acts as a Student Governor in South Devon College's governance structures to represent your views. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	We did:
Some confusion over how to access feedback about assignments once marked.	How to access feedback on Turnitin has been embedded into the Induction. Teaching team will also re-cap this in lessons once the first assignment has been marked and grades are released.
Occasional confusion regarding certain assessment criteria and what evidence is required.	Additional guidance has been added to assignment briefs. If there is still any confusion regarding what is required, we encourage you to book a tutorial with the relevant team member to discuss.
The portfolio on OneFile feels a bit overwhelming and confusing.	We are always looking to streamline the portfolio requirements and we are re-developing this for Sept 23.

1.11   Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/. By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/

The UCSD Student Support Hub https://www.ucsd.ac.uk/student-life/support/ is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. However, we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but it is better to contact us to discuss what we can support, rather than make that decision yourself. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

- **HE Study Team**

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years. Everyone will find the step up to Higher Education learning a challenge. The team are here to support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better and those for whom learning is more challenging.

There is a wealth of resources on the UCSD website https://www.ucsd.ac.uk/student-life/support/study-skills/ and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk . Sessions can be held face-to-face or on MS Teams.

- **HE Disability Team**

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty, we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit https://www.ucsd.ac.uk/student-life/support/disability-support

- **HE Wellbeing Team**

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies. We understand that students can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support.

For more information see https://www.ucsd.ac.uk/student-life/support/wellbeing-support/ or contact HEwellbeing@southdevon.ac.uk

- **HE Employability**

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see https://www.ucsd.ac.uk/employability-and-next-steps/ or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website https://www.ucsd.ac.uk/stepping-up-to-higher-education/ and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.12   Preparation for Employment, Further Academic Study, and Personal Development

By embedding evidence-informed principles, the curriculum aims to deliver a comprehensive educational experience enabling trainees to become reflective, inspirational practitioners who proactively lead their own professional development, ensuring they remain at the forefront of innovative practice beyond their initial training year(s). Similarly, all trainees are required to evidence that they meet the Education and Training Foundation 'Professional Standards', which provide a framework for teachers and trainers to critically appraise their own practice and improve their teaching through Continuing Professional Development (CPD). Ensuring trainees adhere to these professional standards, alongside legislative requirements such as those outlined within the Equality Act (2010), helps support the development of responsible, respectful, and tolerant practitioners. The development of trainees' subject pedagogy is also supported using additional mentor support and the use of targeted independent investigation. Additional 'transferable skills' developed within the curriculum that are useful to employers across a variety of jobs and industries include 'effective communication', 'working as part of a team', 'time management', 'organisation and management', 'critical thinking' and 'digital literacy'. It is also expected that initial teacher education programmes equip all trainee teachers with the skills to address the language, literacy and numeracy needs of their learners. To this end, minimum core standards are embedded and assessed throughout the curriculum.

1.13   Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit https://www.ucsd.ac.uk/south-devon-graduate/

Higher-Level Academic Skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills, and behaviours.

Positive Personal Attributes for Your Future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability, and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment though initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

Work-Ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready though work-based learning, placement activities and assessments that reflect the real world of work.

1.14 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

FHEQ Level: 5						
Employability Criteria	Definition	Programme Aims and Intended LOs	Units	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	All programme aims	All units	Teaching, Learning and Assessment in Education & Training	Professional development opportunities Wider professional practice	UCSD HE Study Skills support
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	All programme aims	Wider Professional Practice and Development in Education & Training	All assessment	-	Engagement in UCSD Student Voice activities
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	All programme aims	All units – creation of resources	Teaching Practical Portfolio Assessment creation and submission	Option to study digital skills qualifications alongside programme	Accessing and managing Moodle, MS Teams, Library, OneDrive, email etc.
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	All programme aims	All units	All assessment	-	SDC & UCSD Career Events
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	All programme aims	All units	All assessment	Tutorials and progress reviews	UCSD Employability Support and Personal Tutor Support

Enterprise	Students create ideas, set within practical situations, which lead to cultural, social, or economic value. This can, but does not have to, lead to venture creation.	All programme aims	Teaching practice units	Practical observations	Teaching practice	-
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	All programme aims	All units	All assessment	-	UCSD HE Study Skills Support Personal Tutor support
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	All programme aims	All units	All assessment	-	Engagement with Personal Tutor and Programme Staff
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	All programme aims	All units	All assessment	Additional offered CPD	Linkedin

Further information:

Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.

Extra employability-related activity will be recorded on the Employability Activity Form.

1.15   Regulations, Policy, and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information
https://www.ucsd.ac.uk/student-life/student-handbook/

Policy/Procedure/Regulation	Provision	Comments
Regulations	Regulations for UCSD can be found here	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	
Assessment Policy	UCSD	
Other – please stipulate		

2. Programme Specification

2.1 Programme Details

Awarding Body:	Pearson Education
Delivery Institution	South Devon College
Accrediting Body:	Pearson Education
Mode of Study:	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:	July 2022

2.2   Programme Aims

Link for Pearson's:
https://qualifications.pearson.com/en/qualifications/btec-specialist-and-professional-qualifications/teaching-training-and-education/btec-professional-education-training-l5.html

2.3   Programme Intended Learning Outcomes (ILO)

Programme intended learning outcomes will be aligned with the Knowledge, Skills and Behaviours from the standard and can be summarised below:

Knowledge and Understanding

On successful completion graduates should have developed:

- Knowledge and understanding of theories of teaching, learning and assessment.
- Knowledge and understanding of communication theories, learning theories and theories of reflection.
- Knowledge and understanding of legislation, ethics, and standards.
- Teaching, learning and assessment approaches.
- Legislative and ethical boundaries.
- Use of internal and external provision to support learners.

Cognitive and Intellectual Skills

On successful completion graduates should have developed:

- Independent study skills.
- Reflective practice skills.

Key and Transferable Skills

On successful completion graduates should have developed:

- Interpersonal skills.
- Intrapersonal skills.
- Communication skills.
- Independent study skills.
- Reflective practice skills.
- Practical teaching skills.

Employment Related Skills

On successful completion graduates should have developed:

- Teaching skills, knowledge and understanding to support development in their current role and/or support progression onto future employment.

- A wide range of interpersonal and intrapersonal skills are embedded in the programme, therefore there are several transferrable skills into other areas of employment.

Practical Skills

On successful completion graduates should have developed:

- Practical teaching skills.

2.4   Progression Route(s) – what can you do next

From achieving this qualification trainees will meet some of the eligibility criteria to apply for QTLS and have the opportunity to progress onto the following programmes:

- BA (Hons) Education, Development & Society top-up
  - At UCSD

- BA (Hons) Child Development & Education top-up
  - At UCSD

- PGCE at another institute

2.5   Admissions Criteria

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 / APCL[1] 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

2.6 Programme Structure

The following structure diagram(s) provides the current structure for this programme:

	Diploma in Education and Training				
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

3. Module 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:

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.

Essential Requirements:

The achievement of Unit 3: Theories, Principles and Models in Education and Training, is a prerequisite for taking this unit.
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.

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
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	
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	4

Unit Aim:

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.

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.

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.

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.

Essential Requirements:

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.

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

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	
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.

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

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
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

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:

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.

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.

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.

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

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

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:

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.

Essential Requirements:

There are no essential resources for this unit.

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ASSESSED LEARNING OUTCOMES

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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

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

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

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

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:

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.

Essential Requirements:

There are no special requirements for this unit.

ASSESSED LEARNING OUTCOMES

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