Organisational Learning Centre
HE College of Excellence

Programme Handbook

Level 5 BTEC Diploma
Education and Training

Pearson

BTEC

elcas
Enhanced Learning Credits
Administration Service

Programme Specification

1. Programme Title: Pearson BTEC Level 5 Diploma in Education and Training (QCF)

2. Department: Education and Training

3. Programme Manager: Kirsty Haslam

4. Qualification Title: Pearson BTEC Level 5 Diploma in Education and Training

5. Awarding Body: Edexcel

6. Grading Information: The qualification and units are at pass grade

7. Credit Value: 120

8. Teaching Practice: 100 hours of practice

9. Mode of programme: Full Time

This programme is delivered as a rolling programme, students can enrol any time during the year. However, the choice of units being delivered at the agreed start time may be limited to those units that the college are delivering at the time of entry. For further information on start dates contact Director of Education Innovation and Academic Developments, Sarah Moraes on 01204 525511.

Introduction

The Pearson BTEC Level 5 Diploma in Education and Training is a qualification leading to full teaching status (QTLS), for people delivering formal or informal learning or training programmes in post-16 education (learning and skills sector) in a variety of contexts.

The Diploma is ideal for individuals who have access to a variety of teaching opportunities; such as different subject areas, different levels, different learning groups or different contexts (for example, development of knowledge and skills).

This can include individuals who are not currently teaching or training, individuals currently working as assessors who wish to achieve a teaching qualification (providing they can meet the practice requirements of the qualification), or individuals who are currently involved in teaching and training, but want to achieve a qualification, or develop existing qualifications, as a part of their CPD or CPPD (Continuing Personal and Professional Development).

A further group who could benefit are experienced teachers or trainers who have been out of practice for some time and are seeking to update existing qualifications as a part of their return to teaching.

Entry Requirements

- All learners must have access to 100 hours of teaching during the programme
- At least a level 3 qualification/s in your subject area
- Students must be able to demonstrate ICT skills, Maths and Literacy at Level 2
- Learners must be qualified/experienced in the subject they intend to teach.

The College has a commitment to widening participation in Higher Education and will therefore consider prior experiential learning, non-traditional qualifications and qualifications obtained outside of the United Kingdom.

Career and Progression Opportunities

Learners who achieve the Pearson BTEC Level 5 Diploma in Education and Training will be qualified to teach in the Further and Adult Education Sector. Learners will have the opportunity to progress onto a masters or a specialist Diploma in Education and Training course. There is also an opportunity to apply for QTLS status once you have gained the level 5 Diploma.

Assessment

The qualification is assessed through a combination of written essays, presentations, reports, and case studies. The practical element requires the learner to compile a portfolio of teaching evidence and observation of teaching and learning.

All units, assignments and learning materials for the programme can be accessed through OLC online learning platform. Furthermore, learners will be observed for a total of 8 sessions (minimum 1 hour) during the programme to assess the practical elements of the qualification.

Programme Delivery

This course is delivered via a blended learning approach comprising of face to face online tutorial via virtual meeting platform to support unit delivery and observation of teaching.

Unit Delivery and Unit tutors

Unit number and name	Name of Lead Tutor	Email
Unit 3 Theories, Principles and Models in Education and Training	Kirsty Haslam	klhaslam@olceurope.com
Unit 1 Developing Teaching, Learning and Assessment in Education and Training	Kirsty Haslam	klhaslam@olceurope.com
Unit 2 Teaching, Learning and Assessment in Education and	Kirsty Haslam	klhaslam@olceurope.com
Unit 4 Wider Professional Practice and Development in Education and Training	Kirsty Haslam	klhaslam@olceurope.com
Unit 33 Working with Individual Learners	Kirsty Haslam	klhaslam@olceurope.com
Unit 21 Inclusive Practice	Kirsty Haslam	klhaslam@olceurope.com
Unit 13 Developing, Using and Organising Resources in a Specialist Area	Kirsty Haslam	klhaslam@olceurope.com

Programme learning outcomes

To pass the programme, the Student needs to demonstrate that they can meet all the learning outcomes for the units.

Unit knowledge and Learning Outcomes are:

Unit 3 Theories, Principles and Models in Education and Training (Level 5 – 20 Credits) A/505/0818

The unit provides 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.

Learning Outcomes

1. Understand the application of theories, principles and models of learning in education and training
2. Understand the application of theories, principles and models of communication in education and training
3. Understand the application of theories, principles and models of assessment in education and training
4. Understand the application of theories and models of curriculum development within own area of specialism
5. Understand the application of theories and models of reflection and evaluation to reviewing own practice.

Unit 1 Developing Teaching, Learning and Assessment in Education and Training (Level 5 – 20 Credits) R/505/0923

Provides learners with knowledge, understanding and skills related to teaching, learning and assessment in education and training. The unit aims to develop the learners understanding of the principles and practices that underpin the practical skills. The learner is required to demonstrate a minimum of 20 hours of teaching practice and evidence two assessed observations in their own teaching practice.

Learning Outcomes

1. Be able to investigate practice in own specialism
2. Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning.
3. Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment
4. Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning
5. Be able to apply theories, models and principles of assessment to assessing learning education and training
6. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning
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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Unit 2 Teaching, Learning and Assessment in Education and Training (Level 4 – 20 Credits) H/505/0912

The unit aims to develop the learner's understanding of the principles and practices underpinning practical skills. This unit enables the learner to appreciate the importance of different approaches and the level of analysis they require. The 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.

Learning Outcomes

1. Understand roles, responsibilities and relationships in education and training
2. Be able to use initial and diagnostic assessment to agree individual learning goals with learners
3. Be able to plan inclusive teaching and learning
4. Be able to create and maintain a safe, inclusive teaching and learning environment
5. Be able to deliver inclusive teaching and learning
6. Be able to assess learning in education and training
7. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning
8. Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning.

Unit 4 Wider Professional Practice and Development in Education and Training (Level 5 – 15 credits) J/505/0837

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.

Learning Outcomes

1. Understand professionalism and the influence professional values in education and training
2. Understand the policy context of education and training
3. Understand the impact of accountability to stakeholders and external bodies in education and training
4. Understand the organisational context of education and training
5. Be able to contribute to the quality improvement and quality assurance arrangements of own organisation.

Unit 33 Working with Individual Learners (Level 4 -15 credits) R/503/5385

The aim of this unit is to explore the role of mentoring, coaching and tutoring in supporting the individual, analysing the skills required. The learner is expected to reflect on their own skills for undertaking these roles.

Learning Outcomes

1. Understand the roles and responsibilities of a coach, mentor and teacher in relation to working with individual students
2. Understand how to select strategies to meet the needs of individual learners
3. Understand the multi-agency approach to the development of individual learners
4. Understand the contribution of one-to-one coaching, mentoring and teaching to the development of individual learners
5. Be able to evaluate own practice in relation to one-to-one teaching and learning situations.

Unit 21 Inclusive Practice (Level 4 – 15 credits) L/503/5384

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.

Learning Outcomes

1. Understand factors which influence learning
2. Understand the impact of policy and regulatory frameworks on inclusive practice
3. Understand roles and responsibilities relating to inclusive practice
4. Understand how to create and maintain an inclusive learning environment
5. Understand how to evaluate own inclusive practice.

Unit 13 Developing, Using and Organising Resources in a Specialist Area (Level 4 – 15 credits) H/505/1090

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.

Learning Outcomes

1. Understand the purpose and use of resources in own specialist area
2. Be able to develop and use inclusive resources in own specialist area
3. Understand how to organise and enable access to resources
4. Understand legal requirements and responsibilities relating to the development and use of resources
5. Be able to evaluate own practice in relation to development and use of resources in own specialist area.

Quality Management and Enhancement

OLC Europe College use a wide range of mechanisms to assure and enhance quality of the programme:

- Students provide unit level feedback
- Quality Assurance Agency (QAA) annual monitoring and assessment
- Lloyds (LRQA) third part assessment of ISO 9001 Quality Systems certification
- Pearson Edexcel external examination (EE)
- Internal Quality Auditing activities
- British Accreditation Council centre approval for independent colleges.

Personal Mentor

Personal Mentors are designated as a sustained and first point of reference for individual students on personal or academic matters. Your Personal Mentor is contactable during working hours and where possible designated 1:1 tutorial session can be arranged. If you have an emergency and are unable to contact your Personal Mentor, then please contact Julie Semmens (Director of Student Services) at jsemmens@olceurope.com or via phone 01204 525511.

Special Learning Support

Equality and fairness are central to our work here at OLC College. We are committed to making sure that all our learners have equal opportunities to access qualifications and assessments. Learners with disabilities and specific learning needs will have access to individualised support during the delivery and assessment of the qualification.

Student Support

The programme is managed by a programme lead and two-lead tutors. An initial induction programme introduces the student to OLC College and includes information about the programme. Students on the programme are provided with a student handbook, unit guides and information on academic and welfare matters. Students also have access to library and IT resources and facilities, as well as OLC's Virtual learning environment (moodle.olceurope.com). Students are provided the opportunities to express views, opinions and suggestions at regular feedback sessions, student representative meetings and Social Activities Committee Meetings.

Career guidance

OLC's Careers Service provides confidential advice and guidance appropriate to the diverse needs of students at the college, from those with established careers who wish to change direction to those who are working towards a level 5 and are looking to establish a career. We assist on an individual basis (including help with career planning, CV writing and interview technique), in small groups, or through College-wide events (arranging regular careers events and forums, talks by speakers from relevant organisations). For further information or guidance contact Director of Student Services, Julie Semmens at jsemmens@olceurope.com or the work placement Officer, Liam Pepperell at lpepperell@olceurope.com.

Reading List for Learners

Castle, P and Buckler, S. (2009) *How to be a Successful Teacher*, London: SAGE.

Bates, B. (2019) *Learning Theories Simplified* (2nd edn) London: SAGE.

Bennett, T. (2010) *The Behaviour Guru*, London: Continuum International.

Gould, J and Roffey-Brentsen, J. (2014) *Achieving your Diploma in Education and Training*, London: SAGE.

Gravells, A. (2013) *The Award in Education and Training*, London: Learning Matters.

Gravells, A. (2012) *Achieving your TAQA Assessor and Internal Quality Assurer Award*, Exeter: Learning Matters.

Gravells A & Simpson S (2012) *Equality and Diversity in the Lifelong Learning Sector* (2nd edn) London: Learning Matters

Gravells, A. (2012) *What is Teaching in the Lifelong Learning Sector?* London: Learning Matters.

Malthouse, R and Roffey-Barentsen, J. (2013) *Reflective Practice in Education and Training* (2nd edn) London: SAGE.

Powell, S and Tummons, J. (2011) *Inclusive Practice in the Lifelong Learning Sector,* Exeter: Learning Matters.

Read, H. (2011) *The Best Assessor's Guide*, Bideford: Read On Publications.

Reece, I and Walker, S. (2007) *Teaching, Training and Learning*: A Practical Guide (6th Ed) Tyne & Wear: Business Education Publishers.

Wallace, S. (2006) *Managing Behaviour and Motivating Students in Further Education*, Exeter: Learning Matters.

Website List for Learners

Ann Gravells Ltd – www.anngravells.co.uk (teaching information and resources)

Assessment tools library (literacy, numeracy, ESOL, dyslexia)

http://archive.excellencegateway.org.uk/page.aspx?o=toolslibrary

Brainboxx teaching resources - www.brainboxx.co.uk

Educational Theory – www.businessballs.com

ETF – www.et-foundation.co.uk

Equality and Diversity Forum – www.edf.org.uk

Initial Assessment Tools – www.toolslibrary.co.uk

Institute for Learning - www.ifl.ac.uk

Learning Styles – www.vark-learn.com

National Institute of Adult Continuing Education - www.niace.org.uk

Plagiarism - http://plagiarism.org

Post Compulsory Education and Training Network – www.pcet.net

Qualifications and Credit Framework (QCF) – http://www.ofqual.gov.uk/qualifications-andassessments/qualification-frameworks/

Society for Education and Training (SET) - https://set.et-foundation.co.uk/

The Quality Assurance Agency for Higher Education (QAA) - https://www.qaa.ac.uk