Organisational Learning Centre

HE College of Excellence

Programme Handbook

Level 5 NCFE Diploma
Education and Training

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NCFE

THE TRAFFORD COLLEGE GROUP

Programme Specification

1. Programme Title: NCFE Level 5 Diploma in Education and Training

2. Department: Education and Training

3. Programme Manager: Kirsty Haslam klhaslam@olceurope.com

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

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

6. Credit Value: 120

7. Teaching Practice: 100 hours of practice and a requirement to evidence working with

   groups of learners to achieve the qualification

8. Mode of programme: Full Time

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

For further information on start dates contact the Director of Education Innovation and Academic Developments, Sarah Moraes smoraes@olceurope.com or the Diploma in Education and Training Programme Manager, Kirsty Haslam klhaslam@olceurope.com on 01204525511.

Introduction

The NCFE Level 5 Diploma in Education and Training is a qualification which can lead 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 and 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
- A level 6 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 NCFE Level 5 Diploma in Education and Training 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. Learners may also progress into employments as a tutors within: further education colleges; adult and community education [providers; offender education; independent training organisations.

Assessment

The qualification is assessed through a combination of written essays, presentations, reports, and case studies. The practical element requires the learner to compile an internally assessed and externally quality assured portfolio of teaching evidence and observations of teaching and learning practice.

All units, assignments and teaching and learning materials for the programme can be accessed through OLC's Moodle (VLE). 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 face-to-face with the use of online tutorials and OLC's Moodle (VLE) to support unit delivery and observations 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	Sarah Moraes	smoraes@olceurope.com
Unit 1 Teaching, Learning and Assessment in Education and Training	Kirsty Haslam	klhaslam@olceurope.com
Unit 10 Developing, Using and Organising Resources in a Specialist Area	Liam Pepperell	lpepperell@olceurope.com
Unit 16 Inclusive Practice	Kirsty Haslam	klhaslam@olceurope.com
Unit 5 Action learning to support development of subject specific pedagogy	Kirsty Haslam	klhaslam@olceurope.com
Unit 2 Developing Teaching, Learning and Assessment in Education and Training	Kirsty Haslam	klhaslam@olceurope.com
Unit 4 Wider Professional Practice and Development in Education and Training	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 with 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 Teaching, Learning and Assessment in Education and Training (Level 4 – 20 Credits) R/505/0912

Provides learners with knowledge, understanding and skills related to teaching, learning and assessment in education and training. It includes understanding the role and responsibilities of a teacher in education and training, agreeing individual goals and planning, delivering and assessing inclusive teaching and learning. The unit aims to develop the learners understanding of the principles and practices that underpin the practical skills in relation to the minimum core in teaching, learning and assessment.

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 10 Developing, Using and Organising Resources in a Specialist Area (Level 5 – 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.

Unit 16 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 5 Action learning to support development of subject specific pedagogy (Level 5 – 15 credits) M/503/5376

The unit aims to enable the learner to investigate an area of interest related to the teaching of their own subject specialism area. It includes selecting and justifying a relevant area of interest using research methodology and reviewing current relevant literature and evaluating other subject specialists. It also involves engaging with peers, evaluating strengths and areas for development in own practice, and presenting findings clearly and objectively.

Learning Outcomes

1. Understand how to identify an area of interest related to practice in own subject specific area
2. Be able to investigate current good practice in own subject specific area
3. Be able to work with others to improve own skills in reflective practice
4. Be able to evaluate own practice in a subject specific area
5. Be able to apply learning from investigation of an area of interest to own practice in a subject specific area
6. Be able to present findings from investigation of an area of interest in own subject specific area

Unit 2 Developing Teaching, Learning and Assessment in Education and Training (Level 5 – 20 Credits) R/505/0923

The unit aims to develop the learner's knowledge, understanding and skills relating to developing teaching, learning and assessment in education and training. It includes investigating practice in own area of specialism, applying theories, principles and models of learning, communication and assessment in relation to planning, delivering and assessing inclusive teaching and learning. It involves applying theories of behaviour management in creating and maintaining an inclusive learning environment and applying theories and models of reflection to evaluating own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment

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.

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

The unit provides learners with knowledge, understanding and skills relating to wider professional practice in education and training. It includes understanding professionalism and professional values in education and training, the policy context of education and training, the impact of being accountable to stakeholders and external bodies, and the organisational context of education and training. It also includes understanding and contributing to the quality improvement and quality assurance arrangements of an organisation

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.

Quality Management and Enhancement

OLC 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 Education and Student Experience) 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 manager and unit lead tutors. An initial induction programme introduces the students to OLC College and includes information about the programme. Students on the programme are provided with a OLC College 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 Student Social Activities Committee (SSAC) 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 studying at OLC College 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 Education and Student Experience, Julie Semmens at jsemmens@olceurope.com or the Pastoral and Academic Support Team, Mohammed Sadif msadif@olceurope.com and Saeeda Limbada slimbada@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 ed) London: SAGE.

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

Gould, J and Roffey-Barentsen, 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 ed) 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 ed) 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

Learning Styles – www.vark-learn.com

National Institute of Adult Continuing Education - Our people - Learning and Work Institute

Office for Students - Who we are - Office for Students

Plagiarism - http://plagiarism.org

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

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