

## Pearson BTEC Level 5 Diploma in Education and Training (QCF)

The Level 5 Diploma in Education and Training has been designed to prepare trainee teachers and trainers to teach in a wide range of contexts. To achieve the qualification, there is a requirement for teaching practice that requires observation and assessment of performance.

Designed to meet the needs of a range of trainee teachers:

- Individuals who are currently teaching and training, including those who have just begun teaching and training, and who can meet the practice requirements, including the observed and assessed practice requirements\*
- Individuals currently working as assessors who wish to achieve a teaching qualification and who can meet the practice requirements, including the observations and assessment.

\*it is possible for individuals who are not currently teaching and training to complete this course. Please speak to us to discuss your options.

Topics are theory and practical based to include:

- Theories, principles and models in education and training
- Developing and practicing teaching, learning and assessment using the theories, principles and models covered above
- Wider professional practice and development in education and training

There is also a range of optional units available to meet your individual requirements and interests that compliment these core topics.

### **Progression opportunities through BTEC qualifications**

This Diploma qualification in the QCF is recognised as equivalent to the Certificate of Education qualifications in the Framework for Higher Education Qualifications (FHEQ). Learners who have achieved the Pearson BTEC Level 5 Diploma in Education and Training (QCF) can progress to further studies in education, such as the Pearson Edexcel level 7 Diploma in Assessment Management (QCF).

Learners who achieve the Pearson BTEC Level 5 Diploma in Education and Training (QCF) and who are progressing to higher education accredited qualifications at Level 6 or above can have their Level 5 credit recognised in line with the higher education institution's arrangements for the recognition of prior learning.

**See the next page for the list of mandatory units**

There are 25 optional units from the professional and learning & development suites to choose from. These optional units are, in the majority available at level 5, although there are some opportunities to study at both levels 3 and 4. The number of credits per unit ranges from 3 to 15. 45 credits must be achieved from this list of optional units.

Enable Assessment would be pleased to discuss your individual requirements in order to enable you to choose the most suitable combination of optional units.

**Mandatory Units, all of which must be achieved. (75 credits in total)**

Unit No	Unit title	Level	Credit Value	Learning Outcomes
Unit 1 R/505/09 23	Developing Teaching, Learning and Assessment in Education and Training (the achievement of Unit 3 is a pre-requisite for this unit)	5	20	<ol style="list-style-type: none"> <li>1. Be able to investigate practice in own area of specialism</li> <li>2. Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning</li> <li>3. Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment</li> <li>4. Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning</li> <li>5. Be able to apply theories, models and principles of assessment to assessing learning in education and training</li> <li>6. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning</li> <li>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</li> </ol>
Unit 2 H/505/09 12	Teaching, Learning and Assessment in Education and Training	4	20	<ol style="list-style-type: none"> <li>1. Understand roles, responsibilities and relationships in education and training</li> <li>2. Be able to use initial and diagnostic assessment to agree individual learning goals with learners</li> <li>3. Be able to plan inclusive teaching and learning</li> <li>4. Be able to create and maintain a safe, inclusive teaching and learning environment</li> <li>5. Be able to deliver inclusive teaching and learning</li> <li>6. Be able to assess learning in education and training</li> <li>7. Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning</li> <li>8. Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning</li> </ol>
Unit 3 A/505/ 0818	Theories, Principles and Models in Education and Training	5	20	<ol style="list-style-type: none"> <li>1. Understand the application of theories, principles and models of learning in education and training</li> <li>2. Understand the application of theories, principles and models of communication in education and training</li> <li>3. Understand the application of theories, principles and models of assessment in education and training</li> <li>4. Understand the application of theories and models of curriculum development within own area of specialism</li> <li>5. Understand the application of theories and models of reflection and evaluation to reviewing own practice</li> </ol>
Unit 4 J/505/ 0837	Wider Professional Practice and Development in Education and Training	5	15	<ol style="list-style-type: none"> <li>1. Understand professionalism and the influence of professional values in education and training</li> <li>2. Understand the policy context of education and training</li> <li>3. Understand the impact of accountability to stakeholders and external bodies in education and training</li> <li>4. Understand the organisational context of education and training</li> <li>5. Be able to contribute to the quality improvement and quality assurance arrangements of own organisation</li> </ol>

\* Observation requirement - A minimum of three observations, totalling a minimum of three hours. The requirement is that at least one hour of observed and assessed practice, linked to the mandatory units, should demonstrate at least grade 2 characteristics.