

**Unit Selection Procedure for the Level 5 Diploma in Education and Training**

This document sets out the procedure for the selection of units on the Level 5 Diploma in Education and Training programme in line with the credit value required to be achieved for the qualification set by City and Guilds. The college details this procedure taking account of the UK Quality Code.

To successfully complete the Level 5 Diploma in Education and Training learners are required to achieve 120 credits through the successful completion of compulsory and optional units. Optional Units on the Level 5 Diploma in Education and Training have not received feedback from learners to warrant change therefore there have been no changes to unit selection and optional units are still based on the success of the last qualification which had similar units, was based also on learner feedback and the teaching team`s consideration as well as subject specialisms. Although unit selection is based on the previous programme, learners have successfully completed them on the Level 5 Diploma in Education and Training programmes ran. The following shows a listing of the all the pervious programme units and the current programme units.

<u>Previous: Diploma in Teaching in the Lifelong Learning Sector</u>	<u>New: Diploma in Education and Training</u>
Compulsory: Unit one Preparing to teach in the Lifelong Learning Sector	Compulsory: Unit 426 Teaching, learning and assessment in education and training
Compulsory: Unit two Planning and enabling learning	Compulsory: Unit 502 Theories, principles and models in education and training
Compulsory: Unit three Enabling learning and assessment	Compulsory: Unit 501 Develop teaching, learning and assessment in education and training
Compulsory: Unit four Theories and principles for planning and enabling learning	Optional: Unit 503 Wider professional practice and development in education and training
Optional: Inclusive practice	
Compulsory: Continuing personal and professional development	Optional: Unit 506 Developing, using and organising resources in a specialist area
Compulsory: Unit six Curriculum development for inclusive practice	Optional: Unit 516 Understanding theories and frameworks for teaching disabled learners
Compulsory: Unit seven Wider professional practice	Optional: Unit 417 Inclusive practice
Compulsory: Unit eight Developing and managing resources	

The qualification offers learners an opportunity to widen learner knowledge in a number of different areas and the optional unit selected by the college team includes a specialist unit (Unit 516). Optional units have been selected carefully by the teaching team to fit the credit value

required by City and Guilds for successful completion of the programme with consideration of the duration of its delivery frame.

The following details with description the units which form the 120 credits required to be met:

Compulsory: Unit 426 Teaching, learning and assessment in education and training

Credit Value: 20

Unit 426 focuses on candidates gaining an understanding of the roles, responsibilities and relationships in education and training. Candidates will learn how to use initial and diagnostic assessment to agree individual learning goals with learners as well as how to plan inclusive teaching and learning. Candidates will at the end of this unit be able to create and maintain a safe, inclusive teaching and learning environment, be able to deliver inclusive teaching and learning, be able to assess learning in education and training, be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning and able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning.

Compulsory: Unit 502 Theories, principles and models in education and training

Credit Value: 20

Unit 502 is focused on learners gaining an understanding of the application of principles, theories and models of communication of learning in education and training. Candidates will also gain an understanding of the application of theories, principles, models of assessment and models of curriculum development in education and training. Candidates will gain an understanding of the application of theories and models of reflection and evaluation to reviewing own practice.

Compulsory: Unit 501 Develop teaching, learning and assessment in education and training

Credit Value: 20

Unit 501 focuses on learners investigating practice in own area of specialism. Candidates at the end of this unit will be able to apply principles, theories and models of learning communication and assessment to planning inclusive teaching and learning. Candidates will be able to apply theories of behaviour management to their teaching to establish and maintain a safe inclusive teaching and learning environment. Furthermore candidates will be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning and be able to apply theories and models of reflection and evaluation to the evaluation of own practices in planning, delivering and assessing inclusive teaching and learning.

Credit Value: 15

Unit 503 is focused on candidates gaining an understanding of professionalism and the influence of professional values in education and training. Candidates will gain an understanding of the policy context and organisational context of education and training. Candidates will also gain an understanding of the impact of accountability to stakeholders and external bodies on education and training. Candidates will be able to contribute to the quality improvement and quality assurance arrangements of own organisation.

Optional: Unit 506 Developing, using and organising resources in a specialist area

Credit Value: 15

Unit 506 focuses on candidates gaining an understanding of the legal requirements, purpose and use of resources in own specialist area. Candidates by the end of this unit will be able to develop and use inclusive resources in own specialist area. Candidates will understand how to organise and enable access to resources. Candidates will be able to evaluate own practice in relation to development and use of resources in own specialist area.

Optional: Unit 516 Understanding theories and frameworks for teaching disabled learners

Credit Value: 15

Unit 516 will focus on learners gaining an understanding of key theories and research which inform the teaching and learning of disabled young people and adults. Candidates will gain an understanding of factors influencing inclusive practice for disabled learners and the impact of policy and regulatory frameworks on provision for disabled young people and adults. Candidate will also gain an understanding of the factors that influence the curriculum for disabled young people and adults and how to work with others to support the needs of disabled learners.

Optional: Unit 417 Inclusive practice

Credit Value: 15

Unit 417 will focus on learners gaining an understanding of factors which influence learning and the impact of policy and regulatory frameworks on inclusive practice. Candidates will also be gaining an understanding of how to create and maintain an inclusive learning environment and the roles and responsibilities relating to inclusive practice.

The college is committed to improving the programmes it runs and engaging with the learners to take account of their views on changes required. Annual programme monitoring enables the gathering of information of the programme and enables effective programme review which informs the change of optional unit selection. Following annual monitoring and review where it is agreed by the teaching team and management that optional units selected are to be changed or addition units are to be provided to learners these will be carefully considered in line with the credit values set out by City and Guilds as well as communicated through publication on the college website under the course page and in the prospectus. Where there are prospective

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learners registered on the course but not yet started communication will be through email, phone and where possible face to face.

To ensure that disruption does not occur to the programmes being currently run changes following annual monitoring and review will only be implemented for the next programme ran.

This procedure is subject for review during the annual programme monitoring and review meeting.

Procedure drafted by Soni Singh  
Procedure approved by Sheila Singh  
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