

# **Pearson BTEC Level 5**

## **Diploma in Education and Training (QCF)**



**PROGRAMME SPECIFICATION**



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

For prospectus details about the programme, please see [www.lsme.ac.uk](http://www.lsme.ac.uk)

## AWARD DETAILS

### QAN, Title and Name of Final Award(s) & Credits

601/1228/1	Pearson BTEC Level 5 Diploma in Education and Training (QCF)	120 Credits
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### Course Duration

One Year

### Level of the Programme

All awards offered under this programme are at Level 5 of the Framework for Higher Education Qualifications in England, Wales & Northern Ireland (FHEQ).

[www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf)

### Relevant Subject Benchmark Statement

There is no specific subject benchmark statement for learners studying for Pearson BTEC Level 5 Diploma in Education and Training. The generic list of outcomes for learners presented below is intended for learning at level 5. Learners must develop the following skills during the programme of study:

- The ability to analyse, synthesise and summarise information critically
- The ability to read and use appropriate literature with a full and critical understanding

- The ability to think independently and solve problems

The ability to apply subject knowledge and understanding to address familiar and unfamiliar problems in a workplace context.

*For more information on subject benchmarking, please see*

[www.qaa.ac.uk/searchresults?indexCatalogue=global&searchQuery=Subject%20Benchmark%20Statement%3A](http://www.qaa.ac.uk/searchresults?indexCatalogue=global&searchQuery=Subject%20Benchmark%20Statement%3A)

### **Awarding Institution**

Pearson Education

### **Language of Study and Assessment**

English

*Please see 'English language requirements' further below regarding the standard required for entry.*

## **ADMISSION INFORMATION**

### **General Entry Requirements**

Students who wish to undertake Pearson BTEC Level 5 Diploma in Education and Training (DET) programme should be at least 18 of age and have:

- A degree or a relevant vocational and/or academic qualification
- A keen interest in teaching and learning
- A current enhanced DBS Check/Certificate - should not have a criminal background which might prevent them from working as a teacher with young people or vulnerable adults
- A satisfactory level of Literacy and Numeracy or complete an initial diagnostic test
- Students should also pass an initial assessment test (Level 2 in Literacy and Numeracy with in-depth proficiency in academic writing is required).
- Acceptance on the course will be subject to a face to face interview.

### **English Language Requirements**

It is essential to have an excellent command of the English language to benefit from studying the programme. All students will be required to obtain an acceptable grade in their approved English Language test (GCSE or equivalent) if their first language is not English. Applicants with below degree qualifications obtained in a non-English speaking country may also be required to achieve an IELTS minimum score of 6.0 in the written, listening, reading and speaking component of the test or equivalent.

### **Financial Requirements**

All students are required to have sufficient funds to cover programme tuition fees and maintenance costs for the duration of their studies. For self-funded students, the College should receive a minimum of 50% of their tuition fees to qualify for an admission letter. The remaining fees are payable in full on registration. Students offered admission will be required to sign a financial declaration form confirming that they understand this situation and will have sufficient financial support for the duration of their studies. Evidence of available funds may be required.

UK/EU nationals can apply for a student loan through the SLC to cover their tuition and maintenance costs for the duration of the course. The College is not able to provide financial assistance to any student whose funds prove to be inadequate at any stage during the programme.

*For more information on SLC application visit [www.slc.co.uk](http://www.slc.co.uk) & [www.lsme.ac.uk/students/student-finance/](http://www.lsme.ac.uk/students/student-finance/) for information on tuition fee amounts read the prospectus at [www.lsme.ac.uk](http://www.lsme.ac.uk). Also read our policy on student tuition fee and refunds.*

### **Students with Disabilities (including Dyslexia and Mental Health Issues)**

LSME welcomes applications from students with disabilities – which may include mobility or dexterity impairment, chronic medical conditions (e.g. diabetes, HIV, epilepsy, asthma) or chronic pain/fatigue, mental health difficulties, specific learning difficulties (e.g. dyslexia or dyspraxia), Aspergers Syndrome and other autism spectrum disorders, or any other condition which has a long-term and adverse effect on studying.

The College aims to offer as much appropriate assistance as possible to accommodate individual needs and will take all reasonable steps to ensure that both the application procedure and the programme itself are organised and delivered to offer all students the opportunity to participate fully.

Applicants are encouraged to disclose any specific disability at the time of application (via the 'Equal Opportunities' and 'College Application' forms), and let the administration know if anything further can be done to make the application and selection process as accessible as possible. This helps the College to ensure that applicants' specialist needs can be understood, and any obstacles minimised, throughout the application and admission process.

Once registered, the College can provide specific support to students with disabilities throughout their studies. Students are encouraged to disclose any disability from as early as possible; the Student Welfare Officer can answer queries and provide confidential advice at any point. Any special arrangements may be made via the Student Welfare Officer.

*Please see further information at [www.lsme.ac.uk](http://www.lsme.ac.uk)  
(under our policy on student learning support).*

### **Intake Quota**

There is no specific intake quota for the programme, but the numbers admitted each year are very limited. Applications for places are reviewed and any offer letters are issued in the order in which they arrive. Prospective students are therefore encouraged to apply as early as possible, as admittance to the programme may close up to several months ahead of the start of each new academic year.

## **PROGRAMME AIMS AND OBJECTIVES**

### **Educational Aims of the Programme**

The aim of the programme is consistent with LSME's mission to provide comprehensive training for teachers in the lifelong learning sector. It is designed to prepare trainee teachers and trainers to teach in a wide range of contexts including individuals who are new to teaching and training, are currently teaching or assessing and are able to meet the requirements of the course including teaching practice which requires observation and assessment of performance.

This qualification is unique as it gives employers greater flexibility to specify the qualifications that they require their teaching staff to hold and to determine what Continuous Professional Development (CPD) is appropriate. Guidance on qualifications can come from professional bodies, sector membership bodies and trade unions, including the:

- Association of Colleges (AoC)
- Association of Employment and Learning Providers (AELP)
- Association of Teachers and Lecturers (ATL)
- Education and Training Foundation (ETF)
- Society of Education and Training (SET)
- University and College Union (UCU)

### **Learning, Teaching and Assessment Methods**

The programme is taught through a variety of teaching methods including lectures, small group seminars and group work with peers. All elements of the programme have specific learning outcomes with content designed to help students achieve these outcomes. Students are expected to learn through both directed and self-directed study.

The programme is assessed through individual unit assessments (which may include reports, other written coursework, group work, presentations, work products and or other methods).



## Learning Outcomes

By the end of the Diploma programme, students will be expected to achieve the following learning objectives – drawing on material taught across different elements and assessed in a variety of ways. The units in this qualification were developed by the Learning and Skills Improvement Service (formerly LSIS), the Standards Setting Body (SSB) for teaching and learning.

Broad Learning Outcome/ Modules	Specific Units	Assessment Methods
The aim of this unit is to give the learner knowledge, understanding and skills relating to teaching, learning and assessment in education and training.	Developing teaching, learning and assessment in education and training.	Teaching portfolio, reports, reflective journals and unit specific evidence.
The unit aims to develop the learner's understanding of the principles and practices underpinning practical skills.	Teaching, learning and assessment in education and training.	Teaching portfolio, reports, reflective journals and presentation.
The unit includes an examination of theories, principles, and models of learning and teaching used to support education and training.	Theories, principles and models in education and training.	Reports, reflective journals, presentations, plans for personal development and continuous professional development log, developed and used.
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.	Wider professional practice and development in education and training.	Reports, reflective journals, teaching practice evidence and presentations.

<p>The aim of this unit is to enable learners to develop, use and organise resources in the lifelong learning sector.</p>	<p>Developing, using and organising resources in a specialist area.</p>	<p>Teaching portfolio, reports and reflective journals.</p>
<p>The aim of this unit is to enable learners to understand how to promote equality and value diversity.</p>	<p>Equality and diversity.</p>	<p>Teaching portfolio, reports and reflective journals.</p>
<p>The aim of this unit is to develop learners' understanding of the inclusive practice.</p>	<p>Inclusive practice.</p>	<p>Teaching portfolio, reports and reflective journals.</p>
<p>This unit aims to develop an understanding of national educational policy, initiatives and provision for the 14-19 age range, and the teaching skills required to work with this age.</p>	<p>Working with the 14-19 age range in education and training.</p>	<p>Teaching portfolio, reports and reflective journals.</p>

## LEARNING TIMES

### Modes of Study and Duration of Study

The main part of the programme is taught 'face-to-face' at LSME. There is also a 100 hours teaching practice placement component required for the programme.

The programme may be taken on a full-time or part-time (only for LSME staff) as follows:

Mode	Standard Period of Registration
Full-time (involves attending the College 15 hours each week during term-time)	1 Academic Year
Part-time (flexible working arrangement)	2 Academic Years

### Estimated Number of Guided Learning Hours

The programme comprises a total of 1200 notional learning hours for 120 UK credits, based on a mix of contact teaching time, directed study, and self-directed study time plus assessment. Students are expected to receive a minimum of 390 guided learning hours for this qualification but it is generally expected that full-time students will spend on average 30-40 hours a week on the study, including face-to-face sessions and private study. During term-time, each week will typically include 15 hours of contact time within the College, 10 hours of placement activity and 10 hours of self-directed study.

## CREDIT AND ASSESSMENT GRADING

### Credit Scheme

Pearson programmes operate a credit system which is consistent with the Higher Education Credit Framework for England.

Award of the Diploma is based on successfully obtaining 120 credits in total from approved units.

### Assessment Grading

The assessor grades the assignment individually and classifies the grades for the students in one of the 2 categories.

**Referred/Ungraded:** The student has failed to achieve the objectives laid down for a pass.

**Pass:** A pass is awarded for the achievement of ALL outcomes against the specified assessment criteria

## CALENDAR AND CURRICULUM

### Study Calendar

The academic year is broken up into three terms. Students are also expected to continue their studies (through reading, revision etc.) during the breaks between terms.

**Term 1** (Autumn) runs from September to December (14 weeks total).

There is a compulsory orientation and induction for new students at the very beginning of the term for 2 weeks. Formal teaching then runs for 9 weeks, which is interspersed with 3 weeks of assignment preparation and submission, making a total of 14 weeks.

**Term 2** (Spring) runs from January to March (10 weeks total).

There is a compulsory orientation and induction for new students at the very beginning of the term for 2 weeks. Formal teaching then runs for 6 weeks, which is interspersed with 2 weeks of assignment preparation and submission, making a total of 10 weeks.

**Term 3** (Summer) runs from April to July (14 weeks) with approximately 11 further week's intensive work. There is a compulsory orientation and induction for new students at the very beginning of the term for 2 weeks. Formal teaching then runs for 9 weeks, which is interspersed with 3 weeks of assignment preparation and submission, making a total of 14 weeks.

## COURSE STRUCTURE

### Mandatory Units

Unit Title	Unit Reference No (URN)	Credit Value	Academic Level	Guided Learning Hours (GLH)
Developing teaching, learning and assessment in education and training (the achievement of Unit 3 is a prerequisite for this unit)	R/505/0923	20	5	65
Teaching, learning and assessment in education and training	H/505/0912	20	4	65
Theories, principles and models in education and training	A/505/0818	20	5	60
Wider professional practise and development in education and training	J/505/0837	15	5	50
Developing, using and organising resources in a specialist area	H/505/1090	15	5	50
Equality and diversity	Y/503/5789	6	4	25
Inclusive practice	L/503/5384	15	4	50
Working with the 14-19 age range in education and training	D/505/1105	9	4	30

Term	Core and Specialist Unit	GLH	Level
First	Teaching, learning and assessment in education and training	65	4
	Equality and diversity	25	4
	Inclusive practice	50	4
Second	Working with the 14-19 age range in education and training	30	4
	Theories, principles and models in education and training	60	5
	Developing, using and organising resources in a specialist area	65	5
Third	Developing teaching, learning and assessment in education and training	65	5
	Wider professional practice and development in education and training	50	5

### **In Addition**

Training sessions covering areas like an introduction to computing, basic Maths skills, English for academic purposes, study skills, academic referencing and more are offered during the programme. Further details of these will be found on the Canvas Platform VLE of the College.

## **STUDENT SUPPORT, GUIDANCE AND RESOURCES**

### **Student Charter**

LSME has a student charter which summarises the standards of service the College expects and aspires to offer students, as well as the standards of conduct which students should expect and aspire to follow in turn. Students and prospective students are encouraged to read this.

*For further information on the student charter please visit*  
<https://lsme.ac.uk/students/student-charter/>

### **The Student Community**

All students in the College have an elected representative whose main role is to act on behalf of the entire student body, provide a focus for student opinion and identity across LSME, through representation on committees and by acting as a link between staff and students. In addition, the student body organises LSME-wide social events occasionally.

### **Personal Tutors**

Students on the programme are allocated a personal tutor who can provide both academic guidance and more general support or pastoral care. The personal tutor relationship is not only about direct teaching – although tutors can recommend or arrange for their tutee to see other specific members of staff regarding specific non-academic and academic matters. Personal tutors mainly act as a point of contact to discuss practical issues or questions regarding the programme, such as module choices or project selection, or as a first-line sympathetic ear for personal problems.

### **Student Welfare and Support**

The Student Welfare Officer offers advice and support for any practical or emotional issues students may experience during their time at LSME. The Officer is available to talk to any student who is experiencing anxiety or stress, study-related or otherwise.

All appointments with the Student Welfare Officer are strictly confidential, and no information volunteered by a student will be passed on to anyone else without permission.

*Visit [www.lsme.ac.uk](http://www.lsme.ac.uk) for further information and advice on student welfare provision*

## **Learning Resources and Facilities**

Students on the programme have access to a library, VLE and IT (computer-related) resources and facilities, as well as many other standard facilities such as common room, etc.

## **Careers Advice and Resources**

The College's Careers Service can provide confidential advice and guidance appropriate to the diverse needs of students at the School, from those with established careers who wish to change direction to those who have come with a level 3 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, please visit [www.lsme.ac.uk](http://www.lsme.ac.uk).*

## **PROGRAMME QUALITY**

### **Quality Evaluation and Enhancement**

The programme is subject to LSME's rigorous internal quality assurance processes, including standard annual monitoring, internal verification, external moderation by Pearson and overall annual college review. As students reach the end of the term and also at the end of the year or programme, they are asked to give specific feedback both via class discussion sessions and a survey. Feedback on other topics, including the content of specific modules as well as more general issues like library facilities, will also be sought throughout the period of study. Such feedback is anonymised, analysed, discussed and followed up by appropriate committees and functions within the College.



Operation of the programme itself is overseen by a dedicated Programme Board. A range of further LSME committees and functions are responsible for identifying and resolving any problems, improving programme quality and enhancing the student experience on an ongoing basis.

## AFTER GRADUATION

### **Possible Routes to Further Study**

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.

On successful completion of the DET course, students can register for membership with the Society for Education and Training and apply for the Qualified Teacher Learning & Skills (QTLS). The QTLS is achieved via an online submission of documents, Continuous Professional Development (CPD) and practice evidence.

*Further information on career progression in teacher training can be found at*

[www.direct.gov.uk/NationalCareersService](http://www.direct.gov.uk/NationalCareersService)

[www.education.gov.uk/get-intoteaching](http://www.education.gov.uk/get-intoteaching).

*Further details on QTS and QTLS status are available at*

<https://set.et-foundation.co.uk/professionalism/gaining-qtls>

and <https://www.gov.uk/qualified-teacher-status-qts>

### **Possible Routes to Employment**

This Diploma qualification is recognised as equivalent to the Certificate of Education qualifications in the Framework for Higher Education Qualifications (FHEQ). Upon successful completion of the course, a student could qualify as a teacher, trainer or tutor in Further Education Colleges, Adult and Community Learning, Work-based Learning, Training Providers, Public and Uniformed Services Training, among others.

## ABOUT THIS DOCUMENT

This programme specification applies for the Academic Year 2023-24 and has been developed in line with the nationally agreed reference points for assuring the quality and standards of higher education in the United Kingdom, known as the Academic Infrastructure.

*For further information, please see*

<https://www.qaa.ac.uk/the-quality-code/redeveloping-the-quality-code-23-24>



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