



**UNIVERSITY
CENTRE**
SOUTH DEVON

PROGRAMME HANDBOOK 2018-2019

Level 5 Diploma in Education and Training

**Full Time & Part Time
Pathways**

Contents

1. Welcome and Introduction to the Level 5 Diploma in Education and Training	3
2. Programme Specification	5
3. Unit Records.....	9



WELCOME AND INTRODUCTION

1. Welcome and Introduction to the Level 5 Diploma in Education and Training (DET)

The Level 5 Diploma in Education and Training prepares 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. The qualification can meet the needs of a range of trainee teachers and trainers, including:

- individuals who are not currently teaching and training but who can meet the practice requirements, including the observed and assessed practice requirements of the qualification
- 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, of the qualification
- individuals currently working as assessors who wish to achieve a teaching qualification and who can meet the practice requirements, including the observed and assessed practice, of the qualification.

Through a range of delivery you will engage with a broad range of concepts which underpin education and training. This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

Progression Routes:

Upon successful completion of the DET course you can progress onto further study at level 6 and 7 with PGCE options, progress on to undertake masters and PhD study and progress into industry.

Programme Management

There is a designated Section Head and Programme Co-ordinator for the entire Education and Training programme for South Devon College and they support each programme manager. The full-time and part-time DET options each have a designated programme manager and tutor.

1.1. Personal Tutor

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters. Your personal tutor is contactable during working hours and where possible designated tutorial sessions should be arranged. If you have an emergency and are unable to contact your personal tutor then please do try to contact one of the other programme delivery team.

1.2. Units Delivered

Unit Number	Unit Name
1	Developing Teaching, Learning and Assessment in Education & Training
2	Teaching, Learning and Assessment in Education & Training
3	Theories, Principles and Models in Education & Training
4	Wider Professional Practice and Development in Education & Training
7	Action Learning to Support Development of Subject Specific Pedagogy
8	Action Research
27	Teaching in a Specialist Area

1.3. Course Contact List

Staff Name	Role	Email	Telephone
Katy Joy	Programme Co-ordinator Education Courses	Katy.joy@southdevon.ac.uk	01803 540772
Erica Mansfield	Programme Manager, Lecturer and IQA	emansfield@southdevon.ac.uk	01803 540579
Sally Sharp	Lecturer	Sally.sharp@southdevon.ac.uk	01803 540456
Kath Burrows	Lecturer and IQA	Kath.burrows@southdevon.ac.uk	01803 540456

2. Programme Specification

Teaching Institution:	South Devon College
Accrediting Body:	Pearson Education
Language of Study:	English
Mode of Study:	Full Time and Part Time
Final Award:	Level 5 Diploma in Education and Training
Programme Title:	Level 5 Diploma in Education and Training (DET)
Date of Programme Update:	June 2018

Admissions Criteria:

Qualification(s) Required for Entry to this Programme:	Details:
Level 5 - Completion of a foundation or Bachelor's degree	Completion of an appropriate Level 5 Qualification (FHEQ) or higher qualification in subject area.
Level 2: - GCSEs at Level 4 or above - Functional Skills Level 2	GCSE, Functional Skills or A-Levels English Maths
Work Experience:	Not required but would be desirable
Other non-standard awards or experiences:	Considered on application and subject to interview. Mature students with relevant professional experience within related field may be considered.
APEL / APCL¹ possibilities:	Considered on individual merit Some modules may be more applicable than others
Interview / Portfolio requirements:	Candidates will be invited for interview and required to demonstrate the necessary motivation, potential, experience and/or knowledge to follow their chosen programme successfully. Agreement on individual suitability will be required from employers where they are sponsoring candidates on this programme. All candidates will be required to complete initial literacy and numeracy assessments.
Disclosure Barring Service (DBS) enhanced clearance required:	Yes

¹ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

2.1.1. Plan of Delivery

Full Time					
Unit Number	Unit Name	Credits	Year of Delivery	Semester/Term of Delivery	Core/Optional
1	Developing Teaching, Learning and Assessment in Education & Training	20 (Level 5)	1	All Year	Core
2	Teaching, Learning and Assessment in Education & Training	20 (Level 4)	1	All Year	Core
3	Theories, Principles and Models in Education & Training	20 (Level 5)	1	All Year	Core
4	Wider Professional Practice and Development in Education & Training	15 (Level 5)	1	All Year	Core
7	Action Learning to Support Development of Subject Specific Pedagogy	15 (Level 5)	1	All Year	Core
8	Action Research	15 (Level 5)	1	All Year	Core
27	Teaching in a Specialist Area	15 (Level 4)	1 (or APL from CET)	All Year	Core

Part Time					
Unit Number	Unit Name	Credits	Year of Delivery	Semester/Term of Delivery	Core/Optional
1	Developing Teaching, Learning and Assessment in Education & Training	20 (Level 5)	2	All Year	Core
2	Teaching, Learning and Assessment in Education & Training	20 (Level 4)	1	All Year	Core
3	Theories, Principles and Models in Education & Training	20 (Level 5)	1	All Year	Core
4	Wider Professional Practice and Development in Education & Training	15 (Level 5)	2	All Year	Core
7	Action Learning to Support Development of Subject Specific Pedagogy	15 (Level 5)	2	All Year	Core
8	Action Research	15 (Level 5)	2	All Year	Core
27	Teaching in a Specialist Area	15 (Level 4)	1 (or APL from CET)	All Year	Core

ASSESSMENT:

All assessment is to be submitted through Turnitin, unless directed otherwise. Assessment results and feedback will be returned to you within 20 working days. Where work has been referred you will be issued with a referral deadline.

You will be assessed via three modes:

- Assignment and reflective practice portfolio evidence account for 75% of assessment
- Observation accounts for 25% of assessment including supporting teaching practice portfolio

Specific assessment information will be made available to you in the unit and assessment handbook at the start of the programme.

CONTACT TIME:

Full Time	
Lectures/seminar/supervision	160 hrs
Teaching hours	100 hrs
Guided independent Study	100 hrs
Total	360hrs

Part Time (per year)	
Lectures/seminar/supervision	80 hrs
Teaching hours	50 hrs
Guided independent Study	50 hrs
Total	180hrs

3. Unit Records

Unit Number	1	Unit Title	Developing Teaching, Learning and Assessment in Education and Training	
Unit Ref Number	R/505/0923	GLH	65	
Credit Value	20	Level	5	
Unit Aim:				
<p>The aim of this unit is to give the learner knowledge, understanding and skills relating to teaching, learning and assessment in education and training. The unit aims to develop the learner's understanding of the principles and practices that underpin the practical skills. These are supported by research and the use of a range of resources so that the learner can appreciate the importance of different approaches. This research is essential when providing evidence so that the learner is able to demonstrate the level of analysis required for this Level 5 unit. Underpinning the understanding of teaching and learning is an understanding of the role and responsibilities of a teacher in education and training. This helps the learner to appreciate their role in relation to their learners and other professionals when negotiating and agreeing individual learning goals. This 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. (This specialism can be further developed through the selection of appropriate optional units). The learner must demonstrate their ability to create and maintain an inclusive learning environment and then to evaluate their own teaching in order to develop their practice. The unit covers expectations in relation to the minimum core in teaching, learning and assessment. Since September 2000 it is expected that initial teacher education programmes equip all trainee teachers to develop inclusive approaches to addressing the language, literacy and numeracy (minimum core) needs of their learners.</p>				
Essential Requirements:				
<p>The achievement of Unit 3: Theories, Principles and Models in Education and Training, is a prerequisite for taking this unit.</p> <p>A minimum of 20 hours of teaching practice. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed in order to achieve the unit. To be eligible for the award of credit for this unit, a learner must be able to provide evidence of a minimum of two assessed observations of their own teaching that meet the required standard of practice.</p>				
ASSESSED LEARNING OUTCOMES				
Learning Outcome 1: Be able to investigate practice in own area of specialism				
1.1	Analyse the application of pedagogical principles in own area of specialism			
1.2	Evaluate the effectiveness of use of creative and innovative approaches in own area of specialism			
Learning Outcome 2: Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning				
2.1	Use initial and diagnostic assessments to agree learners' individual goals and learning preferences			
2.2	Devise a scheme of work taking account of: the needs of learners, the delivery model, internal and external requirements.			

2.3	Design teaching and learning plans that take account of: the individual goals, needs and learning preferences of all learners, curriculum requirements
2.4	Identify opportunities for learners and others to provide feedback to inform inclusive practice
2.5	Explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of learning, communication and assessment
Learning Outcome 3: Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment	
3.1	Analyse theories of behaviour management
3.2	Establish and sustain a safe, inclusive learning environment
3.3	Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of theories of behaviour management.
Learning Outcome 4: Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning	
4.1	Design resources that: actively promote equality and value diversity, meet the identified needs of specific learners
4.2	Demonstrate flexibility and adaptability in the use of inclusive teaching and learning approaches and resources, including technologies, to meet the needs of individual learners
4.3	Demonstrate ways to promote equality and value diversity in own teaching
4.4	Communicate with learners, learning professionals and others to meet individual learning needs and encourage progression
4.5	Explain how own delivery of inclusive teaching and learning has taken account of theories, principles and models of learning and communication
Learning Outcome 5: Be able to apply theories, models and principles of assessment to assessing learning in education and training	
5.1	Design assessments that meet the individual needs of learners
5.2	Demonstrate flexibility and adaptability in using types and methods of assessment to meet individual learning needs and assessment requirements
5.3	Demonstrate the use of assessment data in: monitoring learners' achievement, attainment and progress, setting learners' targets, planning subsequent sessions, recording the outcomes of assessment
5.4	Communicate assessment information to other professionals with an interest in learner achievement
5.5	Explain how own assessment practice has taken account of theories, models and principles of assessment
Learning Outcome 6: Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning	
6.1	Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning
6.2	Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning
Learning Outcome 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	
7.1	Use theories and models of reflection to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning
7.2	Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning

Unit Number	2	Unit Title	Teaching, Learning and Assessment in Education and Training	
Unit Ref Number	H/505/0912	GLH	65	
Credit Value	20	Level	5	
Unit Aim:				
<p>The aim of this unit is to give the learner knowledge, understanding and skills relating to teaching, learning and assessment in education and training. The unit aims to develop the learner's understanding of the principles and practices underpinning practical skills. These are supported by research and the use of a range of resources to allow the learner to appreciate the importance of different approaches. This research is essential for the learner to be able to demonstrate the level of analysis needed for this unit. Underpinning the understanding of teaching and learning is an understanding of the role and responsibilities of a teacher in education and training. This understanding helps the learner to appreciate their role in relation to their learners and other professionals when negotiating and agreeing individual learning goals.</p> <p>This 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. (This specialism can be further developed through the selection of appropriate optional units.) The learner must also demonstrate their ability to create and maintain an inclusive learning environment and then to evaluate their own teaching in order to develop their practice.</p> <p>The unit covers expectations in relation to the minimum core in teaching, learning and assessment as a means of embedding this in to their own planning, delivery and assessment.</p>				
Essential Requirements:				
<p>A minimum of 20 hours of teaching practice. Simulation is not permitted as an alternative as there is a requirement for teaching practice to be observed and assessed in order to achieve the unit. To be eligible for the award of credit for this unit, a learner must be able to provide evidence of a minimum of two assessed observations of their own teaching that meet the required standard of practice.</p>				
ASSESSED LEARNING OUTCOMES				
Learning Outcome 1: Understand roles, responsibilities and relationships in education and training				
1.1	Analyse own role and responsibilities in education and training			
1.2	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities			
1.3	Analyse the relationships and boundaries between the teaching role and other professional roles			
1.4	Describe points of referral to meet the needs of learners			
Learning Outcome 2: Be able to use initial and diagnostic assessment to agree individual learning goals with learners				
2.1	Explain why it is important to identify and meet the individual needs of learners			
2.2	Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals			
2.3	Use methods of initial and diagnostic assessment to agree individual learning goals with learners			
2.4	Record learners' individual learning goals			
Learning Outcome 3: Be able to plan inclusive teaching and learning.				
3.1	Devise a scheme of work in accordance with internal and external requirements			

3.2	Design teaching and learning plans that respond to: the individual goals and needs of all learners, curriculum requirements
3.3	Explain how own planning meets the individual needs of learners
3.4	Explain ways in which teaching and learning plans can be adapted to meet the individual needs of learners
3.5	Identify opportunities for learners to provide feedback to inform inclusive practice
Learning Outcome 4: Be able to create and maintain a safe, inclusive teaching and learning environment	
4.1	Explain why it is important to promote appropriate behaviour and respect for others
4.2	Explain ways to promote equality and value diversity
4.3	Establish and sustain a safe, inclusive learning environment
Learning Outcome 5: Be able to deliver inclusive teaching and learning	
5.1	Analyse the effectiveness of teaching and learning approaches used in own area of specialism in relation to meeting the individual needs of learners
5.2	Analyse benefits and limitations of communication methods and media used in own area of specialism
5.3	Analyse the effectiveness of resources used in own area of specialism in relation to meeting the individual needs of learners
5.4	Use inclusive teaching and learning approaches and resources, including technologies, to meet the individual needs of learners
5.5	Demonstrate ways to promote equality and value diversity in own teaching
5.6	Adapt teaching and learning approaches and resources, including technologies to meet the individual needs of learners
5.7	Communicate with learners and learning professionals to meet individual learning needs
Learning Outcome 6: Be able to assess learning in education and training	
6.1	Explain the purposes and types of assessment used in education and training
6.2	Analyse the effectiveness of assessment methods in relation to meeting the individual needs of learners
6.3	Use types and methods of assessment, including peer- and self-assessment to: involve learners in assessment, meet the individual needs of learners, enable learners to produce assessment evidence that is valid, reliable, sufficient, authentic and current and, meet internal and external assessment requirements
6.4	Use questioning and feedback to contribute to the assessment process
6.5	Record the outcomes of assessments to meet internal and external requirements.
6.6	Communicate assessment information to other professionals with an interest in learner achievement.
Learning Outcome 7: Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning	
7.1	Analyse ways in which minimum core elements can be demonstrated in planning, delivering and assessing inclusive teaching and learning
7.2	Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning
Learning Outcome 8: Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning	
8.1	Review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning taking account of the views of learners and others.
8.2	Identify areas for improvement in own practice in planning, delivering and assessing inclusive teaching and learning.

Unit Number	3	Unit Title	Theories, Principles and Models in Education and Training	
Unit Ref Number	A/505/0818	GLH	60	
Credit Value	20	Level	5	
Unit Aim:				
<p>The aim of the unit is to give 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. The unit also addresses the underpinning knowledge needed to create approaches to assessment that meet learner and assessment needs. Through developing an understanding of theories and models influencing curriculum development the learner is able to relate them to their own area of specialism. Through developing an understanding and ability to apply theories and models of reflection the learner will be in a better position to use the skills in the evaluation and improvement of their practice.</p> <p>To provide an appropriate level of challenge, attention should be paid to developing appropriate research and study skills with learners. These skills can then be used to support the building of the essential body of knowledge to inform teaching practice. Links should be made with the practical core units Unit 2: Teaching, Learning and Assessment in Education and Training and Unit 1: Developing Teaching, Learning and Assessment in Education and Training.</p>				
Essential Requirements:				
<p>This unit is a prerequisite for Unit 1: Developing, Teaching, Learning and Assessment in Education and Training (Level 5). This is a knowledge-based unit and therefore there is no requirement for assessment of evidence based on teaching practice, however it is essential that principles and theories draw on workplace experience to make theory more relevant to specific subject areas.</p>				
ASSESSED LEARNING OUTCOMES				
Learning Outcome 1: Understand the application of theories, principles and models of learning in education and training				
1.1	Analyse theories, principles and models of learning			
1.2	Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment			
1.3	Analyse models of learning preferences			
1.4	Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment			
Learning Outcome 2: Understand the application of theories, principles and models of communication in education and training				
2.1	Analyse theories, principles and models of communication			
2.2	Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment			
Learning Outcome 3: Understand the application of theories, principles and models of assessment in education and training				

3.1	Analyse theories, principles and models of assessment
3.2	Explain ways in which theories, principles and models of assessment can be applied in assessing learning
Learning Outcome 4: Understand the application of theories and models of curriculum development within own area of specialism	
4.1	Analyse theories and models of curriculum and development
4.2	Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism
Learning Outcome 5: Understand the application of theories and models of reflection and evaluation to reviewing own practice	
5.1	Analyse theories and models of reflection and evaluation
5.2	Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice

Unit Number	4	Unit Title	Wider Professional Practice and Development in Education and Training	
Unit Ref Number	H/505/0912	GLH	50	
Credit Value	15	Level	5	
Unit Aim:				
<p>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. Based on an understanding of professional values the learner will be able to appreciate influences on their practice, in an area of specialism, determining their role and responsibilities. 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.</p> <p>It is essential for learners to develop an understanding of the need for, and ways of contributing to, the quality assurance (QA) and quality improvement (QI) arrangements of an organisation. It is important to identify the role of the professional in promoting equality and diversity, as well as looking for opportunities to promote wider skills, knowledge and understanding to develop professional practice. The unit gives learners the opportunity to address the need for evaluating and improving their own practice by identifying opportunities for personal and professional development.</p>				
Essential Requirements:				
There are no essential resources for this unit.				
ASSESSED LEARNING OUTCOMES				
Learning Outcome 1: Understand professionalism and the influence professional values in education and training				
1.1	Define the concept of professionalism and dual professionalism in education and training			
1.2	Explain ways in which own professional values influence own practice in an area of specialism			
Learning Outcome 2: Understand the policy context of education and training				
2.1	Explain ways in which social, political and economic factors influence education policy			
2.2	Analyse the impact of current educational policies on curriculum and practice in own area of specialism			
Learning Outcome 3: Understand the impact of accountability to stakeholders and external bodies in education and training				
3.1	Explain the roles of stakeholders and external bodies in education and training			
3.2	Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training			

3.3	Explain why it is important to work in partnership with employers and other stakeholders in education and training
3.4	Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism.
Learning Outcome 4: Understand the organisational context of education and training	
4.1	Explain key aspects of policies, codes of practice and guidelines of an organisation
4.2	Analyse the impact of organisational requirements and expectations on curriculum practice in own area of specialism
Learning Outcome 5: Be able to contribute to the quality improvement and quality assurance arrangements of own organisation	
5.1	Analyse the quality improvement and quality assurance arrangements of own organisation
5.2	Explain the function of self-assessment and self-evaluation and the quality cycle
5.3	Evaluate a learning programme taking account of the quality maintenance of own organisation
5.4	Identify areas for improvement in the learning programme taking account of the outcomes of evaluation

Unit Number	7	Unit Title	Action Learning to Support Development of Subject Specific Pedagogy	
Unit Ref Number	M/503/5376	GLH	50	
Credit Value	15	Level	5	
Unit Aim:				
This unit aims to enable the learner to investigate an area of interest related to the teaching of their subject specialist area. The unit includes selecting and justifying a relevant area of interest, using appropriate research methodology, reviewing current relevant literature and evaluating other areas for development in the learner's practice, and presenting findings clearly and objectively.				
Essential Requirements:				
There are no essential resources for this unit.				
ASSESSED LEARNING OUTCOMES				
Learning Outcome 1: Understand how to identify an area of interest related to practice in own subject-specific area				
1.1	Justify own selection of an area of interest for investigation			
1.2	Evaluate ways in which enhanced knowledge from investigation of an area of interest could improve subject-specific pedagogy			
Learning Outcome 2: Be able to investigate current good practice in own subject-specific area				
2.1	Justify own selection of sources for investigation			
2.2	Critically review current literature relating to practice in own subject-specific area			
2.3	Evaluate the practice of other subject specialists in own subject-specific area			
Learning Outcome 3: Be able to work with others to improve own skills in reflective practice				
3.1	Engage in professional debate within an action learning set			
3.2	Engage in reflection on practice with peers			
Learning Outcome 4: Be able to evaluate own practice in a subject specific area				
4.1	Identify own strengths and areas for improvement in relation to a selected area of interest			
4.2	Evaluate the potential impact on own practice of new learning from investigation of an area of interest			
Learning Outcome 5: Be able to apply learning from investigation of an area of interest to own practice in a subject specific area				
5.1	Justify selected areas for development based on findings from investigation of an area of interest			
5.2	Evaluate the benefits of changes made to own practice			
Learning Outcome 6: Be able to present findings from investigation of an area of interest in own subject specific area				

6.1	Report own findings from investigation of an area of practice
6.2	Justify own conclusions drawn from investigation of an area of practice
6.3	Justify own recommendations for improving practice within subject-specific pedagogy

Unit Number	8	Unit Title	Action Research	
Unit Ref Number	T/503/5380		GLH	50
Credit Value	15		Level	5
Unit Aim:				
<p>This unit aims to enable learners to carry out action research in an area of professional practice. The unit helps learners to understand the nature and purpose of action research, conducting action research and presenting the outcomes. The unit also involves evaluating own practice in relation to action research.</p>				
Essential Requirements:				
There are no essential resources for this unit.				
ASSESSED LEARNING OUTCOMES				
Learning Outcome 1: Understand the purpose and nature of action research				
1.1	Explain the purpose of action research			
1.2	Analyse key features of the action research process			
1.3	Analyse the implications of a model of action research			
Learning Outcome 2: Be able to initiate action research				
2.1	Justify own choice of an area of practice for action research			
2.2	Plan a clear intervention strategy			
2.3	Justify the choice and timescales of an intervention strategy			
2.4	Explain how ethical and political considerations and issues of confidentiality will be observed in practice			
2.5	Implement a clear intervention strategy			
Learning Outcome 3: Understand ways of carrying out action research				

3.1	Evaluate methods for action research
3.2	Evaluate methods of collecting qualitative and quantitative data
3.3	Review ways in which collected data may be analysed
Learning Outcome 4: Be able to carry out action research	
4.1	Draw on selected literature relating to an area of practice for action research
4.2	Justify own choice of methods selected for action research
4.3	Collect data relating to an area of practice for action research
4.4	Analyse data collected from action research
4.5	Present data collected from action research
4.6	Draw conclusions based on findings from action research
Learning Outcome 5: Be able to present the outcomes of action research	
5.1	Report own findings and conclusions from action research
5.2	Justify own recommendations for action to be taken based on conclusions from action research
Learning Outcome 6: Be able to evaluate own practice in relation to action research	
6.1	Analyse the effectiveness of own practice in relation to action research
6.2	Identify own strengths and areas for improvement in relation to action research
6.3	Plan opportunities to improve own skills in action research

Unit Number	27	Unit Title	Teaching in a Specialist Area	
Unit Ref Number	J/505/1096	GLH	50	
Credit Value	15	Level	4	
Unit Aim:				
<p>The aim of this unit is to develop learners' knowledge and skills in relation to teaching in a specialist area. The unit includes consideration of the aims and philosophy of education and training in a specialist area and the aims and structure of key qualifications and learning programme qualifications available. It also looks at curriculum issues, inclusive learning and teaching, and evaluating and improving own practice in a specialist area.</p>				
Essential Requirements:				
There are no special requirements for this unit.				
ASSESSED LEARNING OUTCOMES				
Learning Outcome 1: Understand the aims and philosophy of education and training in a specialist area				
1.1	Explain key aims of education and training in own specialist area			
1.2	Analyse philosophical issues relating to education and training in own specialist area			
Learning Outcome 2: Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area				
2.1	Describe the aims and structure of key qualifications in own specialist area			
2.2	Describe the aims and structure of learning programmes in own specialist area			
2.3	Explain how own approach to planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met			
Learning Outcome 3: Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area				

3.1	Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area
3.2	Explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies
Learning Outcome 4: Understand how to use resources for inclusive teaching and learning in a specialist area	
4.1	Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area
4.2	Analyse the inclusiveness of own use of teaching and learning resources in a specialist area
Learning Outcome 5: Be able to work with others within a specialist area to develop own practice	
5.1	Liaise with others within a specialist area to develop own practice
5.2	Review the impact of liaison with other teachers and trainers within own specialist area on own practice
Learning Outcome 6: Be able to evaluate, improve and update own knowledge and skills in a specialist area	
6.1	Review the effectiveness of own knowledge and skills in a specialist area
6.2	Identify own strengths and areas for improvement in relation to practice in a specialist area
6.3	Identify opportunities to improve and update own knowledge and skills in a specialist area