

Severn Business College

SBC Level 5 Diploma in Education and Training

Course Handbook

Qualification
SBC Level 5 Diploma in Education and Training

Level
5

Guided Learning Hours
480

Total Qualification Time Hours
1200

Credit Value
120

Qualification Objective
The Level 5 Diploma in Education and Training is designed to develop the professional knowledge, practical teaching skills and reflective habits required by educators working in further education, adult and community learning, vocational education, workplace training and other post-compulsory learning settings. Learners explore how people learn, plan inclusive sessions, select and use teaching resources, assess learning, support learner progress, meet professional and safeguarding responsibilities, and improve their practice through reflection and evidence-informed development. The programme combines theoretical understanding with practical application, and learners are expected to connect educational theory to their own specialist subject and teaching context.

Assessment
Assessment is through practical assignments, with no exams - to more accurately reflect the real working environment.

Unit Structure of the Qualification
Level 5 Diploma in Education and Training (120 credits):

Units	Unit level	Unit credit
Theories, Principles and Practice of Learning	5	20
Planning Inclusive Teaching, Learning and Curriculum	5	20
Teaching Methods, Facilitation and Learning Resources	5	20
Assessment, Feedback and Learner Progress	5	20
Professional Practice, Safeguarding, Equality and Collaboration	5	20
Reflective Practice, Professional Development and Quality Improvement	5	20

Assessment Grades

Marks Ranges	Marking Criteria
Pass	All learning outcomes are achieved. All assessment criteria are met.
Fail	All learning outcomes are not achieved. All assessment criteria are not met.
No Marks	Plagiarism

UNIT SPECIFICATIONS

Unit Title
Theories, Principles and Practice of Learning

Level
5

Guided Learning Hours
80

Learning Time Hours
200

Credit Value
20

Introduction

Understanding how people learn is the foundation of effective teaching. This unit explores learning theories, motivation, learner development and evidence-informed pedagogy, and the relationship between theory and teaching decisions. Learners will analyse the factors that influence engagement and achievement, apply principles of inclusive and learner-centred education, and use evidence and reflection to inform teaching practice in their own specialist subject and teaching context.

Learning Outcomes and Assessment Criteria
The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

Learning Outcome *To achieve this unit a learner must:*	**Assessment Criteria** *Assessment of this outcome will require a learner to demonstrate that they can:*
1. Analyse theories and principles of learning in education and training.	1.1 Compare key behaviourist, cognitivist, constructivist, social and humanistic perspectives on learning. 1.2 Analyse how selected learning theories may inform teaching decisions in a specific subject or context. 1.3 Evaluate the strengths and limitations of applying learning theories to diverse learner groups.
2. Evaluate factors that influence learner engagement and achievement.	2.1 Explain how prior knowledge, motivation, identity, confidence and learner circumstances can influence participation. 2.2 Analyse the influence of social, cultural, linguistic, economic and environmental factors on learning. 2.3 Recommend evidence-informed strategies to address barriers to engagement and achievement.
3. Apply principles of inclusive and learner-centred education.	3.1 Explain how learner-centred approaches support autonomy, participation and progress. 3.2 Analyse ways to differentiate learning activities while maintaining appropriate challenge. 3.3 Justify strategies that promote belonging, respect and equitable participation.
4. Use evidence and reflection to inform teaching practice.	4.1 Identify credible sources of educational evidence relevant to a teaching question. 4.2 Relate research or professional guidance to a planned teaching intervention. 4.3 Evaluate the implications of learner evidence and reflection for future teaching decisions.

UNIT SPECIFICATIONS

Unit Title
Planning Inclusive Teaching, Learning and Curriculum

Level
5

Guided Learning Hours
80

Learning Time Hours
200

Credit Value
20

Introduction
Well-planned teaching starts with a clear understanding of the curriculum and of the learners. This unit focuses on curriculum interpretation, session planning, sequencing, differentiation, embedding English and mathematics, and setting learning objectives. Learners will design coherent and inclusive teaching and learning plans, plan for learner diversity and additional learning needs, and connect specialist subject knowledge with authentic workplace, community and everyday contexts.

Learning Outcomes and Assessment Criteria
The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

Learning Outcome	**Assessment Criteria**

To achieve this unit a learner must:	*Assessment of this outcome will require a learner to demonstrate that they can:*
1. Interpret curriculum and qualification requirements to plan learning.	1.1 Analyse relevant curriculum, programme and assessment requirements for a selected subject or course. 1.2 Map intended learning outcomes to suitable content, activities and assessment opportunities. 1.3 Justify the sequence and pacing of learning across a programme or series of sessions.
2. Design coherent teaching and learning plans.	2.1 Write clear, measurable and appropriately challenging learning objectives or outcomes. 2.2 Develop session plans that align objectives, activities, resources, timings and assessment. 2.3 Explain how planned activities build on prior learning and prepare learners for subsequent study or practice.
3. Plan for learner diversity and additional learning needs.	3.1 Identify potential barriers to learning from learner profiles, initial assessment and consultation. 3.2 Plan reasonable adjustments and differentiated activities that support access without lowering essential standards. 3.3 Explain how learner voice and individual support plans can inform planning and review.
4. Embed wider skills and authentic application in specialist teaching.	4.1 Identify relevant opportunities to develop English, mathematics, digital and employability skills within specialist learning. 4.2 Design activities that connect subject knowledge with authentic workplace, community or everyday contexts. 4.3 Explain how sustainability, citizenship or wider professional skills can be integrated where relevant to the subject.

UNIT SPECIFICATIONS

Unit Title
Teaching Methods, Facilitation and Learning Resources

Level
5

Guided Learning Hours
80

Learning Time Hours
200

Credit Value
20

Introduction
Effective teaching depends on choosing the right methods and creating an environment in which learners can participate fully. This unit covers teaching strategies, facilitation, communication, group learning, digital practice, and the design and evaluation of learning resources. Learners will select and justify teaching methods, facilitate purposeful and inclusive activities, develop and evaluate resources and technologies, and create a safe, respectful and productive learning environment.

Learning Outcomes and Assessment Criteria
The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

Learning Outcome *To achieve this unit a learner must:*	**Assessment Criteria** *Assessment of this outcome will require a learner to demonstrate that they can:*
1. Select and justify teaching methods for intended learning.	1.1 Compare the suitability of direct instruction, demonstration, discussion, inquiry, collaborative and practical approaches. 1.2 Select teaching methods that align with learning outcomes, learner needs and subject requirements. 1.3 Justify adaptations to teaching methods in response to learner progress and engagement.
2. Facilitate purposeful and inclusive learning activities.	2.1 Use clear explanations, questioning, modelling and instructions to support understanding.

	2.2 Apply strategies for managing participation, group dynamics, transitions and learning time. 2.3 Evaluate facilitation techniques using learner responses and feedback.
3. Develop and use effective learning resources and technologies.	3.1 Produce or adapt resources that are accurate, accessible and aligned with learning outcomes. 3.2 Use digital or assistive technologies appropriately to support interaction, access and learning. 3.3 Evaluate resources for usability, inclusivity, currency, copyright compliance and effectiveness.
4. Create a safe, respectful and productive learning environment.	4.1 Establish expectations and routines that support respectful participation and purposeful learning. 4.2 Apply strategies to respond proportionately to disruption, conflict or disengagement. 4.3 Explain how physical, online and emotional safety influence learner participation and achievement.

UNIT SPECIFICATIONS

Unit Title
Assessment, Feedback and Learner Progress

Level
5

Guided Learning Hours
80

Learning Time Hours
200

Credit Value
20

Introduction
Assessment and feedback are central to helping learners make progress. This unit explores assessment principles, including initial, diagnostic, formative and summative assessment, as well as feedback, record keeping, standardisation and progression. Learners will design and implement fair and accessible assessment activities, give feedback that supports improvement, and use assessment evidence to monitor progress and inform teaching decisions.

Learning Outcomes and Assessment Criteria
The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

Learning Outcome *To achieve this unit a learner must:*	**Assessment Criteria** *Assessment of this outcome will require a learner to demonstrate that they can:*
1. Apply principles of effective assessment.	1.1 Explain the purposes and characteristics of initial, diagnostic, formative and summative assessment. 1.2 Select assessment methods that are valid, reliable, fair, accessible and appropriate to the learning outcomes. 1.3 Analyse how assessment design can reduce bias and enable learners to demonstrate achievement.
2. Design and implement assessment activities.	2.1 Develop assessment tasks and success criteria aligned with stated learning outcomes. 2.2 Use questioning, observation, practical tasks, tests or assignments to gather relevant evidence of learning. 2.3 Apply assessment procedures consistently and follow applicable organisational and awarding-body requirements.
3. Provide feedback that supports learning and improvement.	3.1 Give timely, specific and constructive feedback linked to evidence and success criteria. 3.2 Support learners to interpret feedback and identify achievable next steps. 3.3 Evaluate how feedback approaches affect learner confidence, motivation and subsequent performance.
4. Use assessment evidence to monitor	4.1 Maintain accurate, confidential and accessible records of learner progress

progress and inform decisions.	in line with policy. 4.2 Analyse assessment evidence to identify achievement, misconceptions, gaps and support needs. 4.3 Use assessment findings to adapt teaching, refer learners for support or plan appropriate progression.

UNIT SPECIFICATIONS

Unit Title
Professional Practice, Safeguarding, Equality and Collaboration

Level
5

Guided Learning Hours
80

Learning Time Hours
200

Credit Value
20

Introduction
Teachers and trainers carry significant professional and ethical responsibilities. This unit covers professional standards, safeguarding, equality and diversity, data protection, wellbeing, boundaries and partnership working. Learners will demonstrate professional and ethical practice, promote equality, diversity, inclusion and learner wellbeing, apply safeguarding, health, safety and digital-safety procedures, and work collaboratively to support learner success.

Learning Outcomes and Assessment Criteria
The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

Learning Outcome *To achieve this unit a learner must:*	**Assessment Criteria** *Assessment of this outcome will require a learner to demonstrate that they can:*
1. Demonstrate professional and ethical practice in education and training.	1.1 Explain the responsibilities, boundaries and expected conduct of a teacher or trainer in the relevant setting. 1.2 Apply confidentiality, data protection, intellectual property and record-management principles to practice. 1.3 Analyse an ethical dilemma and justify a response using relevant policy, law or professional guidance.
2. Promote equality, diversity, inclusion and learner wellbeing.	2.1 Identify practices that may create discrimination, exclusion or unequal access to learning. 2.2 Apply inclusive communication and reasonable adjustments appropriate to learner needs and applicable duties. 2.3 Evaluate strategies that promote dignity, belonging, wellbeing and respectful challenge of prejudice.
3. Apply safeguarding, health, safety and digital-safety procedures.	3.1 Identify indicators of safeguarding concern and explain the correct reporting and referral route. 3.2 Apply relevant health, safety, risk-assessment and emergency procedures in the learning environment. 3.3 Explain how online safety, boundaries and secure handling of learner information protect learners.
4. Work collaboratively to support learner success.	4.1 Identify the roles of colleagues, support services, employers and external agencies in learner support. 4.2 Communicate learner-related information appropriately, lawfully and on a need-to-know basis. 4.3 Evaluate how partnership working can improve learner participation, retention, progression or achievement.

UNIT SPECIFICATIONS

Unit Title
Reflective Practice, Professional Development and Quality Improvement

Level
5

Guided Learning Hours
80

Learning Time Hours
200

Credit Value
20

Introduction
Reflection and continuous improvement are essential to developing as an educator. This unit explores reflective models, observation, feedback, action planning, professional development, evaluation and improvement. Learners will use reflective frameworks to analyse their practice, plan and undertake continuing professional development, evaluate the quality and impact of teaching and learning, and contribute to quality improvement and professional learning communities.

Learning Outcomes and Assessment Criteria
The learning outcomes describe the abilities that learners will possess after they have completed the unit. The assessment criteria provide a list of achievements sufficient to demonstrate that a learner has met the learning outcomes.

Learning Outcome *To achieve this unit a learner must:*	**Assessment Criteria** *Assessment of this outcome will require a learner to demonstrate that they can:*
1. Use reflective models to analyse teaching practice.	1.1 Apply a recognised reflective framework to a specific teaching or training experience. 1.2 Use evidence from learner work, observation, feedback and self-evaluation to identify strengths and development needs. 1.3 Analyse how assumptions, values and professional context influence teaching decisions.
2. Plan and undertake continuing professional development.	2.1 Identify professional development priorities linked to learner needs, subject expertise and organisational expectations. 2.2 Produce a realistic professional development plan with actions, timescales and success indicators. 2.3 Evaluate the impact of professional learning on teaching practice and learner outcomes.
3. Evaluate the quality and impact of teaching and learning.	3.1 Select appropriate indicators and methods for evaluating a session, programme or intervention. 3.2 Interpret learner feedback, achievement data, observation findings and other evidence to identify patterns. 3.3 Recommend proportionate improvements based on the evaluation evidence.
4. Contribute to quality improvement and professional learning communities.	4.1 Explain how quality assurance, standardisation, peer observation and moderation support educational standards. 4.2 Participate constructively in peer review, professional discussion or collaborative improvement activity. 4.3 Develop an evidence-informed action plan and explain how its impact will be reviewed.