



OTHM LEVEL 4 CERTIFICATE IN COACHING AND MENTORING TO BUILD RELATIONSHIPS

Qualification Number: 610/3480/0

Specification | **DECEMBER 2023**

TABLE OF CONTENTS

| | |
|---|----|
| QUALIFICATION OBJECTIVES | 3 |
| QUALITY, STANDARDS AND RECOGNITIONS | 3 |
| REGULATORY INFORMATION | 3 |
| EQUIVALENCES | 4 |
| QUALIFICATION STRUCTURE | 4 |
| DEFINITIONS | 4 |
| ENTRY REQUIREMENTS | 5 |
| DELIVERY OF OTHM QUALIFICATIONS | 5 |
| ASSESSMENT AND VERIFICATION | 5 |
| RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT | 7 |
| EQUALITY AND DIVERSITY | 7 |
| UNIT SPECIFICATIONS | 8 |
| PREPARING FOR THE COACHING ROLE | 9 |
| PREPARING FOR THE MENTORING ROLE | 14 |
| PREPARING FOR THE PERSONAL TUTOR ROLE | 19 |
| UNDERSTANDING AND MANAGING BEHAVIOURS IN A LEARNING ENVIRONMENT | 25 |
| INCLUSIVE PRACTICE | 30 |
| IMPORTANT NOTE | 37 |

QUALIFICATION OBJECTIVES

The objective of the OTHM Level 4 Certificate in Coaching and Mentoring to Build Relationships is to develop learners' knowledge and understanding of how to effectively build relationships through specialist inclusivity, behaviour management, coaching, mentoring and tutoring skills.

Through the course of this qualification learners' will explore how to analyse and implement regulatory frameworks, prepare and apply specialist coaching, mentoring and tutoring skills to specific contexts and how to promote and manage positive/disruptive behaviours in a learning environment to ensure purposeful learning outcomes.

Successful completion of this qualification will allow learners to work in a variety of roles that require detailed knowledge of coaching and mentoring.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the [Register of Regulated Qualifications](#).

REGULATORY INFORMATION

| | |
|--------------------------------|---|
| Qualification Title | OTHM Level 4 Certificate in Coaching and Mentoring to Build Relationships |
| Ofqual Qualification Number | 610/3480/0 |
| Regulation Start Date | 28/11/2023 |
| Operational Start Date | 04/12/2023 |
| Total Credit Value | 30 |
| Total Qualification Time (TQT) | 300 |
| Guided Learning Hours (GLH) | 115 |
| Sector Subject Area (SSA) | 13.1 Teaching and lecturing |
| Overall Grading Type | Pass / Fail |
| Assessment Methods | Coursework |
| Language of Assessment | English |

EQUIVALENCES

OTHM qualifications at Level 4 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Higher National Certificates (HNC) and Year 1 of a three-year UK Bachelor's degree programme.

QUALIFICATION STRUCTURE

The OTHM Level 4 Certificate in Coaching and Mentoring to Build Relationships qualification consists of 5 mandatory units, 30 credits, 300 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 115 hours.

All units are mandatory.

| Unit Ref No | Unit Title | Level | Credit | GLH | TQT |
|-------------|---|-------|--------|-----|-----|
| K/650/6834 | Preparing for the Coaching Role | 4 | 3 | 15 | 30 |
| L/650/6835 | Preparing for the Mentoring Role | 4 | 3 | 15 | 30 |
| M/650/6836 | Preparing for the Personal Tutoring Role | 4 | 3 | 15 | 30 |
| F/650/6840 | Understanding and Managing Behaviours in a Learning Environment | 4 | 6 | 20 | 60 |
| H/650/6832 | Inclusive Practice | 4 | 15 | 50 | 150 |

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –

- a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) are defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a learner working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

This qualification is designed for learners who are typically aged 19 and above.

The entry profile for learners **must** include:

- Being 19 years old or older at the beginning of the course
- Minimum core of literacy, language, numeracy and ICT
- A minimum of a Level 3 qualification in their own area of specialism

Or the following:

- Be mature learners (over 21) with relevant management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)

English requirements: If a learner is not from a majority English-speaking country, they must provide evidence of English language competency. For more information visit the [English Language Expectations](#) page on the [OTHM website](#).

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM centres are free to deliver this qualification using any mode of delivery that meets the needs of their learners. However, OTHM centres should consider the learners' complete learning experience when designing the delivery of programmes.

It is important that centres develop an effective delivery method to teaching and learning that supports the progression and stretch of learners.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

ASSESSMENT AND VERIFICATION

All units within this qualification are assessed and internally quality assured by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the assessor.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

The assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Assessment Tracking and Recording Learner Progress

It is necessary to track and record learner achievement throughout the delivery period of the Certificate and this should not be left until the end of the course.

This will include regular review of learner work through formative and summative assessment and internal quality assurance at planned intervals during the programme:

- before decisions have been made on any unit
- sampling evidence once one the first unit or assignment has been completed

Tracking learner progress, recording the achievement of each learner per criteria on a unit-by-unit basis ensures:

- the assessment evidence is clearly measured against national standards
- learner progress is accurately tracked
- the assessment process can be reliably verified
- evidence is valid, authentic and reliable for the safety of certification
- identification of which assessments are outstanding
- internal verification is timely
- samples for standards verification and other external audits can be made available as required
- up to date, securely stored assessment records help to minimise the risk of assessment malpractice and potential issues; maintaining the integrity of the qualification.

Tutors/Assessors should provide learners with formative and summative feedback to aid development during their studies.

Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study.

Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our ongoing quality assurance.

Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Evidence of both formative and summative assessment MUST be made available at the time of external quality assurance – EQA.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

UNIT SPECIFICATIONS

Preparing for the Coaching Role

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|--------------------------------|---------------------------------|
| Unit Reference Number | K/650/6834 |
| Unit Title | Preparing for the Coaching Role |
| Unit Level | 4 |
| Number of Credits | 3 |
| Total Qualification Time (TQT) | 30 |
| Guided Learning Hours (GLH) | 15 |
| Mandatory / Optional | Mandatory |
| Sector Subject Area (SSA) | 13.1 Teaching and lecturing |
| Unit Grading Type | Pass / Fail |

Unit Aims

The aim of this unit is to prepare you for the coaching role by analysing the role of the coach and the use of coaching in a specific context.

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcome – The learner will: | Assessment Criteria – The learner can: | Indicative Content |
|--|---|--|
| 1. Understand own role and responsibilities in relation to coaching. | <p>1.1 Analyse the skills and qualities required for a specific coaching role.</p> <p>1.2 Explain how own values, behaviours, attitudes and emotional awareness can impact on the coaching role.</p> <p>1.3 Explain why it is important to establish ground rules for engagement and boundaries in a coaching role.</p> <p>1.4 Explain the importance of acting according to ethical and professional standards in a coaching relationship.</p> | <p>Skills and qualities required for a coaching role: e.g., building rapport, communicating clearly, skilful use of questioning, active listening, having a passion for developing others, having an interest in personal development for self and others, being non-judgemental, being flexible, being self-aware, maintaining confidentiality, motivating others, providing a role model, giving honest feedback.</p> <p>Ways in which own values, behaviours, attitudes, and emotional awareness can impact on the coaching role: e.g., influence of own values, behaviours, attitudes, and emotional behaviours on own decisions relating to the coaching role, impact of demonstrating or not</p> |

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| | <p>1.5 Analyse ways of building a relationship with a client in a coaching role.</p> | <p>demonstrating the skills and qualities identified above on the relationship between coach and client.</p> <p>Importance of establishing ground rules for engagement and boundaries in a coaching role: e.g. for ground rules - Identifying legal requirements and organisational policies and procedures relevant to establishing ground rules, involving all relevant parties in negotiating and agreeing ground rules, identifying an appropriate intervention strategy for when ground rules are not met; for boundaries – identifying conflicts of interest, promoting the independence and autonomy of the client, recognising factors that impact negatively on the coach and client relationship, recognising own limitation as a coach and when to make referrals.</p> <p>Importance of acting according to ethical and professional standards in a coaching relationship: e.g., for ethical – being aware of own limitations and referring the client on when appropriate, health, safety and well-being of coach and client, carrying out appropriate risk assessments, providing the appropriate level of guidance, direction, and support, identifying potential conflicts of interest; for professional standards.</p> <p>Ways of building a relationship with a client in a coaching role: e.g., developing rapport and trust, adopting a consistent approach, being honest, providing constructive feedback, anticipating client needs, negotiating outcomes, demonstrating appropriate skills and values. Identifying any legal issues or requirements, relevant national occupational standards or professional standards, organisational policies and procedures, codes of conduct.</p> |
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| <p>2. Understand the use of coaching in a specific context.</p> | <p>2.1 Analyse the benefits of coaching in a specific context.</p> <p>2.2 Analyse the impact of coaching on individual learning and development.</p> <p>2.3 Explain legal and organisational requirements in a specific context relating to:</p> <ul style="list-style-type: none"> • data protection • privacy • confidentiality • safeguarding and disclosure. <p>2.4 Identify sources of support to deal with issues which are outside of own expertise or authority.</p> <p>2.5 Explain what constitutes a safe and comfortable environment for a coaching session.</p> | <p>Benefits of coaching in a specific context: e.g., developing client confidence, encouraging client autonomy and initiative, supporting the client to make changes to their practice, to prioritise and to achieve specific objectives.</p> <p>Impact of coaching on individual learning and development: e.g., establishing and responding to individual learning styles/preferences, identifying and addressing gaps in knowledge, understanding and skills, improved motivation, setting and meeting individual objectives through action planning and target setting.</p> <p>Legal and organisational requirements in a specific context relating to; data protection; privacy, confidentiality, and safeguarding and disclosure: e.g., legal requirements relating to data protection, privacy, confidentiality, and safeguarding and disclosure, organisational policies and procedures relating to data protection, privacy, confidentiality, and safeguarding and disclosure.</p> <p>Sources of support to deal with issues which are outside of own expertise or authority: e.g., for expertise – interpreter for language requirements, specialist for specific learning needs, mentor for coach, peers for coach and client, range of support services; for authority – client’s manager, more experienced coach.</p> <p>Safe and comfortable learning environment for a coaching session: e.g., promoting respect and confidence, health and safety aspects, appropriate physical features – furniture, heating, lighting, access to</p> |
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| | | facilities and refreshments, providing constructive feedback. |
| 3. Understand how to identify client goals and outcomes | <p>3.1 Analyse ways of identifying and agreeing outcomes and goals with clients.</p> <p>3.2 Explain the role of a coaching agreement.</p> <p>3.3 Explain the importance of agreeing with a client records of interaction and progress towards agreed objectives and goals.</p> <p>3.4 Analyse client responsibility and autonomy for making changes.</p> | <p>Ways of identifying and agreeing outcomes and goals with clients: e.g., for identifying – active listening, acknowledging client contributions, questioning, and exploring client suggestions, suggesting alternatives, exploring priorities for short-term and long-term outcomes and goals, sharing own experiences; for agreeing – promoting client choice, negotiating targets, establishing realistic timescale, exploring factors impacting on achievement of outcomes and goals.</p> <p>Role of a coaching agreement: e.g., to analyse strengths and areas for improvement in skills, to agree outcomes, goals, and targets, to identify the resources and support required, to agree timescales for monitoring and reviewing progress.</p> <p>Client responsibility and autonomy for making changes: e.g., self-assessment, setting timescales, networking, applying new skills, revising targets and timescales, reviewing, and recording own progress.</p> |

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

| Learning Outcomes to be met | Assessment Criteria to be covered | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|------------------------|-----------------------------|
| LO1 | All AC's under LO1 | Research Report | 1000 words |
| LO2 | All AC's under LO2 | 15-minute Presentation | 500 words of speaker notes |
| LO3 | All AC's under LO3 | Reflective Study | 1000 words |

Indicative Reading List

Avis J, Fisher R and Thompson R (eds). (2009). Teaching in Lifelong Learning: A Guide to Theory and Practice. Open University Press: Maidenhead

Cohen L, Manion L, Morrison K and Wyse D. (2017). A Guide to Teaching Practice, 5th edition. Routledge: London

Duckworth, V. and Tummons, J. (2010). Contemporary Issues in Lifelong Learning. OU Press

Illeris, K. (2018) Contemporary theories of learning: learning theorists: in their own words. Routledge: London

Passmore, J (2020) Becoming a Coach: The Essential ICF Guide. Pavilion Publishing and Media

Sternad, D (2021) Developing Coaching Skills: A Concise Introduction Paperback

Wenger, E. (2000). Communities of Practice: Learning, Meaning, and Identity. Cambridge University Press

Preparing for the Mentoring Role

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|--------------------------------|----------------------------------|
| Unit Reference Number | L/650/6835 |
| Unit Title | Preparing for the Mentoring Role |
| Unit Level | 4 |
| Number of Credits | 3 |
| Total Qualification Time (TQT) | 30 |
| Guided Learning Hours (GLH) | 15 |
| Mandatory / Optional | Mandatory |
| Sector Subject Area (SSA) | 13.1 Teaching and lecturing |
| Unit Grading Type | Pass / Fail |

Unit Aims

The aim of this unit is to prepare you for the mentoring role by analysing the role of the mentor and the use of mentoring in a specific context.

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcome – The learner will: | Assessment Criteria – The learner can: | Indicative Content |
|---|--|---|
| 1. Understand own role and responsibilities in relation to mentoring. | <p>1.1 Analyse the skills and qualities required for a specific mentoring role.</p> <p>1.2 Explain how own values, behaviours, attitudes, and emotional awareness can impact on the mentoring role.</p> <p>1.3 Explain why it is important to establish ground rules for engagement and boundaries in a mentoring relationship.</p> <p>1.4 Explain the importance of acting according to ethical and professional standards in a mentoring relationship.</p> | <p>Skills and qualities required for a specific mentoring role: Qualities needed to be an effective mentor (e.g. expertise in subject, availability on a regular basis, use of inductive and deductive techniques, ability to create a rapport between mentor and mentee), role of mentor (e.g. to develop individual ability and/or willingness in a specific subject to benefit the organisation, plan and/or deliver a formal programme covering a period of time), questioning technique, written/verbal/nonverbal communication.</p> <p>Impact of values, behaviours, attitudes, and emotional awareness on the mentoring role: Creating a rapport, conflicts of interest, codes of practice, confidentiality.</p> |

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| | <p>1.5 Analyse ways of building a relationship with a client in a mentoring role.</p> | <p>Own values shaped by cultural/social/political factors, self reflection, forms of reflection (e.g., technical, or problem solving reflection, practical reflection (appraisal of the whole situation involving the assumptions/values of the reflector), critical reflections which consider the social/political context of the issue), models of reflection (e.g., Gibbs, Johns, Rolfe et al., Atkins and Murphy).</p> <p>Establish ground rules for engagement and boundaries: Agreed structure, time allocated, fosters commitment, facilitate learning, build relationships (clarify, role, responsibilities, expectation), maintain trust and confidentiality.</p> <p>Acting according to ethical and professional standards: Role and responsibilities, professional standards, codes of conduct, good practice, organisational policy and practice, mentor/ mentee relationship (trust). Ways of building a relationship with a client: Mentoring agreements, motivation theory (e.g., Maslow, Herzberg, McGregor), safety, security, positive attitudes, effective communication, challenging inappropriate behaviour, conflict management, time management, advice, guidance, and support</p> |
| <p>2. Understand the use of mentoring in a specific context.</p> | <p>2.1 Analyse the impact of mentoring on individual learning and development.</p> <p>2.2 Explain legal and organisational requirements in a specific context relating to:</p> <ul style="list-style-type: none"> • data protection • privacy • confidentiality • safeguarding and disclosure. | <p>Benefits of mentoring in a specific context: For mentees, for mentors, for an organisation, impartial advice and encouragement, problem solving, teamwork and mutual support, creativity and cooperation, flexibility and persistence, reflective practice, organisational change, continuous professional development.</p> <p>Impact of mentoring on individual learning and development: The mentoring wheel, role of the mentor (Counsellor, networker, facilitator, coach), motivation</p> |

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| | <p>2.3 Identify sources of support to deal with issues which are outside of own expertise or authority.</p> <p>2.4 Explain what constitutes a safe and comfortable environment for a mentoring session.</p> | <p>theory (e.g. Maslow, Herzberg, McGregor), one-to-one meetings, use of inductive technique ('pushing it in' or telling) and deductive technique ('drawing it out' or coaching), written/verbal/non-verbal communication, confidence building.</p> <p>Legal and organisational requirements in a specific context relating to: Data protection, copyright, privacy, confidentiality, safeguarding and disclosure, internal and external policy, and practice.</p> <p>Sources of support to deal with issues that are outside own expertise or authority: IAG (information, advice and guidance), signposting, role of support agencies, learner support opportunities, learning support opportunities, identifying key staff within the organisation responsible for referral, limits of responsibility.</p> <p>Safe and comfortable environment for a mentoring session: The concept of the safe learner including identification of hazards/risk/controls, identifying own health and safety responsibilities, completion of hazard surveys, identifying key health and safety staff members, recording of emergency procedures currently in place, identification of applicable work procedures, identification of prohibitions and restrictions, safeguarding (e.g., every child matters, be healthy, stay safe, make a positive contribution, achieve, and enjoy, achieve economic wellbeing), data protection, organisational policies and practice (e.g., equality and diversity, bullying, harassment, complaints, appeals and personal safety policies), impact of legislation on own practice.</p> |
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| <p>3. Understand how to identify client goals and outcomes.</p> | <p>3.1 Analyse ways of identifying and agreeing outcomes and goals with clients.</p> <p>3.2 Explain the role of a mentoring agreement.</p> <p>3.3 Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals.</p> <p>3.4 Analyse client responsibility and autonomy for making changes.</p> | <p>Identifying and agreeing outcomes and goals with clients: Mentoring agreements, reflection, focus (SMART targets), plan, support (types of and level), review cycle.</p> <p>Role of a mentoring agreement: Defined goals, measure of success, accountability, responsibility, confidentiality, protocols, planning, reviewing.</p> <p>Importance of agreeing with the client records of interaction and progress towards agreed objectives and goals: Clarification, objectivity, progress, accountability, conflict management.</p> <p>Client responsibility and autonomy for making changes: Evaluation, outcomes, mentoring agreements (defined goals, measure of success, accountability, responsibility, confidentiality, protocols, planning, reviewing).</p> |
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

| Learning Outcomes to be met | Assessment Criteria to be covered | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|------------------------|-----------------------------|
| LO1 | All AC's under LO1 | Research Report | 1000 words |
| LO2 | All AC's under LO2 | 15-minute Presentation | 500 words of speaker notes |
| LO3 | All AC's under LO3 | Reflective Study | 1000 words |

Indicative Reading List

Avis J, Fisher R and Thompson R (eds). (2009). Teaching in Lifelong Learning: A Guide to Theory and Practice. Open University Press: Maidenhead

Brent, M and Dent, F (2015) Leader's Guide to Coaching and Mentoring, How to Use Soft Skills to Get Hard Results (The Leader's Guide) London: FT Publishing International

Cohen L, Manion L, Morrison K and Wyse D. (2017). A Guide to Teaching Practice, 5th edition. Routledge: London

Duckworth, V. and Tummons, J. (2010). Contemporary Issues in Lifelong Learning. OU Press

Illeris, K. (2018) Contemporary theories of learning: learning theorists: in their own words. Routledge: London

Starr, J (2021) Mentoring Manual, The: Your Step-by-step Guide to Being a Better Mentor. London: Pearson Business

Wenger, E. (2000). Communities of Practice: Learning, Meaning, and Identity. Cambridge University Press

Preparing for the Personal Tutoring Role

| | |
|--------------------------------|--|
| Unit Reference Number | M/650/6836 |
| Unit Title | Preparing for the Personal Tutoring Role |
| Unit Level | 4 |
| Number of Credits | 3 |
| Total Qualification Time (TQT) | 30 |
| Guided Learning Hours (GLH) | 15 |
| Mandatory / Optional | Mandatory |
| Sector Subject Area (SSA) | 13.1 Teaching and lecturing |
| Unit Grading Type | Pass / Fail |

Unit Aims

The aim of this unit is to prepare you for the role of personal tutor by analysing the role of the personal tutor, factors affecting learners' attitudes to learning, the use of personal tutoring in a specific context and target setting.

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcome – The learner will: | Assessment Criteria – The learner can: | Indicative Content |
|--|---|--|
| 1. Understand own role and responsibilities in relation to the personal tutoring role. | 1.1 Analyse the skills and qualities required for a personal tutoring role. 1.2 Explain how own values, behaviours and attitudes can impact on the personal tutoring role. 1.3 Explain the boundaries and limitations of a personal tutoring role. 1.4 Explain the importance of acting according to ethical and professional codes and standards in a personal tutoring role. | Skills and qualities required for a personal tutoring role: Subject knowledge, welcoming, friendly and approachable, patient, respectful, empathetic, caring, considerate, compassionate, diplomatic, and non judgemental. Impact of values, behaviours, and attitudes: Creating a safe and positive environment, adhering to legislation and regulation, enabling individuals to develop ownership whilst promoting reflective practice, acknowledging impact, limitations and boundaries, demonstrating and promoting equality and diversity. |

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| | <p>1.5 Analyse the importance of communication in a personal tutoring role.</p> | <p>Boundaries and limitations: Internal roles/job descriptions, institutional/social/ personal barriers, learner support, learning support, referral agencies and signposting, information, advice, guidance (IAG).</p> <p>Acting according to ethical and professional codes and standards: Creating a safe and positive environment, adhering to legislation and regulation, enabling individuals to develop ownership whilst promoting reflective practice, acknowledging impact, limitations, and boundaries, demonstrating, and promoting equality and diversity.</p> <p>Communication in a personal tutoring role: Support, empowerment, progress, achievement, learning conversations and transformative techniques, learner centred, build trust and respect, promote full understanding, and draw out solutions, ideas, and goals.</p> |
| <p>2. Understand factors affecting learners' approaches to learning.</p> | <p>2.1 Analyse how learners' socioeconomic, cultural and personal background, work history and educational achievement can affect their needs, aspirations, decision making abilities and approach to learning.</p> <p>2.2 Explain why it is important that learners take responsibility for their own learning.</p> <p>2.3 Explain why it is important that personal tutoring programmes support the development of learning and transferable skills.</p> <p>2.4 Analyse strategies to enable learners to engage with learning.</p> | <p>Effect of socio-economic, cultural, and personal background, work history, and educational achievement: Institutional, social, cultural, and personal barriers to accessing information (e.g., non-inclusive language, English as a second language, lack of confidence, specific learning difficulties and disabilities, point of access/ hours of access for external agencies, low levels of literacy/numeracy, financial issues etc.).</p> <p>Importance of learners taking responsibility: Learner empowerment, learner autonomy, planning of delivery and assessment involving the learner, using assessment outcomes as a basis of improvement/target setting, written/verbal/ non-verbal communication, feedback, appraisal reviews.</p> |

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| | <p>2.5 Explain factors which identify learners at risk of disengaging from learning</p> | <p>Importance to support the development of learning and transferable skills: Learner empowerment, learner autonomy, planning of delivery and assessment, involving the learner, using assessment outcomes as a basis of improvement, target setting, written/verbal/non-verbal communication, feedback, appraisal reviews, achievement, progression, career development.</p> <p>Analyse strategies: The purpose of the learning and development activity, action planning, targets are Specific, Measurable, Achievable, Realistic, Time-based (SMART), relationship between personal expectations and organisational expectations/requirements, impact of legislation on learners, potential constraints (e.g., boundaries of learning and development), resource availability, funding availability.</p> <p>Factors which identify learners at risk of disengaging from learning: Changes in attitudes/behaviour, poor attendance, lack of or limited peer interaction, lack of participation, non-completion of course work, explicit request to leave</p> |
| <p>3. Understand the use of personal tutoring in a specific context.</p> | <p>3.1 Describe the range of support available for learners within a specific context.</p> <p>3.2 Explain legal and organisational requirements relating to:</p> <ul style="list-style-type: none"> • data protection • copyright • privacy • confidentiality • safe-guarding and disclosure. <p>3.3 Explain how to work with others in a specific</p> | <p>Support available for learners: Boundaries of personal/organisational responsibility, duty of care, legal and regulatory responsibilities, key personnel within own organisation responsible for referral, safeguarding etc., external sources of information (e.g., colleagues, work based learning providers, agencies aiding relating to social and personal problems), signposting, benefits of using expert sources of information.</p> <p>Legal and organisational requirements: Data protection, copyright, privacy, confidentiality, safeguarding and disclosure, internal and external policy and practice.</p> |

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| | <p>context to support learners.</p> <p>3.4 Explain how to work with external stakeholders and partners to support learners.</p> | <p>Working with others: Creating terms of reference (i.e., expectations, what must be achieved, boundaries within which there can be freedom of action, ability to exercise independent decision making), clarification of objectives and organisation to achieve these, communication skills (e.g., written, verbal and non-verbal), negotiation skills.</p> <p>Working with external stakeholders and partners: Creating terms of reference (i.e., expectations, what has to be achieved, boundaries within which there can be freedom of action, ability to exercise independent decision making), clarification of objectives and organisation to achieve these, communication skills (e.g., written, verbal and non-verbal), negotiation skills.</p> |
| <p>4. Understand how to create personal learning targets.</p> | <p>4.1 Explain the purpose of an individual learning plan.</p> <p>4.2 Analyse approaches to support learners to create personal learning targets.</p> <p>4.3 Explain the importance of reviewing learner progress and targets</p> | <p>Individual learning plans: Identify and address needs, learning preferences, barriers to learning (e.g., organisational, cultural, personal, societal), current levels of learners, initial assessment, SMART targets, learner empowerment, communication, and negotiation skills.</p> <p>Support learners to create personal learning targets: The role of the personal tutor, how to provide appropriate support, meeting individual needs, responsibilities to the learner and the organisation, personal and professional limits of responsibility, referral to specialist support, range of skills needed, demonstrating an awareness of needs and the issues impacting on the individual learner.</p> <p>Importance of reviewing learner progress and targets: Performance and personal growth, identify development needs, self-esteem, and confidence, develop independent learning, motivation, progression,</p> |

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| | | employability/promotion, attendance, punctuality, additional learning support. |
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

| Learning Outcomes to be met | Assessment Criteria to be covered | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|------------------------|--|
| LO1 | All AC's under LO1 | Research Report | 1000 words. Inclusive of a reference list of all sources accessed. |
| LO2 and LO4 | All AC's under LO2 and LO4 | 15-minute Presentation | 500 words of speaker notes |
| LO3 | All AC's under LO3 | Reflective Study | 1200 words |

Indicative Reading List

Avis J, Fisher R and Thompson R (eds). (2009). Teaching in Lifelong Learning: A Guide to Theory and Practice. Open University Press: Maidenhead

Brent, M and Dent, F (2015) Leader's Guide to Coaching and Mentoring, How to Use Soft Skills to Get Hard Results (The Leader's Guide) London: FT Publishing International

Cohen L, Manion L, Morrison K and Wyse D. (2017). A Guide to Teaching Practice, 5th edition. Routledge: London

Duckworth, V. and Tummons, J. (2010). Contemporary Issues in Lifelong Learning. OU Press

Illeris, K. (2018) Contemporary theories of learning: learning theorists: in their own words. Routledge: London

Lochtie, D, Walker, B and Stork, A (2022) The Higher Education Personal Tutor's and Advisor's Companion: Translating Theory into Practice to Improve Student Success Paperback. Critical Publishing

Starr, J (2021) Mentoring Manual, The: Your Step-by-step Guide to Being a Better Mentor. London: Pearson Business

Wenger, E. (2000). Communities of Practice: Learning, Meaning, and Identity. Cambridge University Press

Understanding and Managing Behaviours in a Learning Environment

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| Unit Reference Number | F/650/6840 |
| Unit Title | Understanding and Managing Behaviours in a Learning Environment |
| Unit Level | 4 |
| Number of Credits | 6 |
| Total Qualification Time (TQT) | 60 |
| Guided Learning Hours (GLH) | 20 |
| Mandatory / Optional | Mandatory |
| Sector Subject Area (SSA) | 13.1 Teaching and lecturing |
| Unit Grading Type | Pass / Fail |

Unit Aims

This unit aims to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment, related legislation, and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours and evaluating own practice in managing behaviours in a learning environment.

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcome – The learner will: | Assessment Criteria – The learner can: | Indicative Content |
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| 1. Understand potential factors leading to behaviours that disrupt a learning environment. | <p>1.1 Describe behaviours that can occur in a learning environment.</p> <p>1.2 Explain potential factors leading to behaviours that can disrupt a learning environment.</p> | <p>Disruptive behaviours: e.g., definitions of disruptive behaviour, types of disruptive behaviour: talking or texting on mobile telephone, talking without permission, eating, and drinking or smoking in class, out of seat, brushing hair, applying makeup, passing notes, shouting, throwing objects, chewing gum, playing with equipment, attention seeking, swearing, setting off fire alarm, singing, humming, crawling on floor, attacking or threatening teacher and/or another learner.</p> <p>Potential factors leading to behaviours that disrupt a learning environment: e.g., lack of attention and/or</p> |

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| | | support in the home environment, desire to gain power and/or control, seeking revenge for hurt feelings, lack of self-confidence, physiological factors (tiredness, illness, hunger, classroom environment (layout, temperature, light, noise level, learning difficulties and/or disabilities, poor teaching (ineffective planning to meet individual needs, inappropriate or limited range of teaching and learning methods, resources and assessment activities), curriculum issues. |
| 2. Understand organisational policies relating to managing behaviours in the learning environment. | <p>2.1 Explain key aspects of legislation relating to managing behaviours in a learning environment.</p> <p>2.2 Explain key aspects of an organisation's policies relating to managing behaviours in a learning environment.</p> | Key characteristics of an effective behaviour management policy: e.g., clear, and practical guidelines, emphasising consistency and appropriateness of practices, goals, values, and procedures related to behaviour guidance demonstrate respect for learners' rights, information is given to staff members, learners and where relevant, parents and carers, about how the organisation meets the needs of learners with challenging behaviours, evidence of commitment to ongoing evaluation and assessment of behaviour guidance approaches and strategies |
| 3. Be able to promote behaviours that contribute to a purposeful learning environment. | <p>3.1 Analyse ways of encouraging behaviours that contribute to a purposeful learning environment.</p> <p>3.2 Use strategies for encouraging behaviours that contribute to a purposeful learning environment.</p> | <p>Ways of encouraging behaviours that contribute to a purposeful learning environment: build positive relationships, foster student connections, outline classroom rules for positive behaviour, use positive reinforcement, ensure content is culturally relevant, use of differentiation.</p> <p>Strategies for encouraging behaviours that contribute to a purposeful learning environment: be consistent, establish ground rules from the outset, gain learner's attention, use positive language and body language, mutual respect.</p> |

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| <p>4. Be able to manage behaviours that disrupt a purposeful learning environment.</p> | <p>4.1 Analyse ways of managing behaviours that disrupt a purposeful learning environment.</p> <p>4.2 Use strategies for managing behaviours that disrupt a purposeful learning environment.</p> | <p>Strategies for encouraging behaviours that contribute to a purposeful learning environment: e.g. paying attention to the kind of behaviour you want to continue, ignoring any behaviours which are not destructive, dangerous or harmful to others, finding something legitimately reinforcing and encouraging to say, being consistent, letting learners know what your behavioural expectations are and checking that they understands them, being careful about what you promise or threaten because you have to carry through, avoiding sarcasm and negativity, being neutral emotionally when dealing with inappropriate behaviour , avoiding asking “Why did you do that”? and asking, “What do you think you should have done or how could you do that better?”, separating the behaviour from the person, being fair, yet firm, rewarding and commenting on good behaviour, being a good role model, saying something positive as soon as possible after reprimanding disruptive behaviour, responding quickly to any behaviours, giving choice between two appropriate options for behaviour, making clear the consequences of good or inappropriate behaviour.</p> <p>Strategies for managing behaviours that disrupt a purposeful learning environment: e.g., clearly communicating and displaying rules, three strikes and you’re out, ignore/rule/praise, time out, detention, loss of privilege, yellow card/red card, enforcing consequences consistently, and behavioural contract.</p> |
| <p>5. Be able to evaluate own practices in managing behaviours in a learning environment.</p> | <p>5.1 Evaluate the effectiveness of own practice in relation to promoting and managing behaviours in a learning environment.</p> | <p>The effectiveness of own practice in relation to promoting and managing behaviours in a learning environment: review strategies for evaluation; identify opportunities for engaging learners in evaluation; creating naturally occurring opportunities for course evaluation; evaluating and recording teaching sessions;</p> |

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| | 5.2 Identify own strengths and areas for improvement in relation to promoting and managing behaviours in a learning environment. | familiarity with data collection and analysis techniques; measures for ensuring reliability of data collection; regularly review methods for effectiveness; personal SWOT; personal action plan; identifying opportunities for continuing professional development (CPD); improving own numeracy/ICT skills. |
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

There is a requirement for assessed observations of practice for this unit

| Learning Outcomes to be met | Assessment Criteria to be covered | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|---------------------------------|--|
| LO1 and LO2 | All AC's under LO1 and LO2 | Policy Review Case Study | Policy Review – 1000 words, inclusive of a reference list of all sources accessed. Case Study – 800 words |
| LO3 and LO4 | All AC's under LO3 and LO4 | Research Report | Research Report - 1500 words |
| LO5 | All AC's under LO5 | Evaluation Report | Evaluation Report - 1000 words |

Indicative Reading List

Addy L. (2003) How to Understand and Support Children with Dyspraxia. LDA.

Birkett V. (2006) How to Manage and Teach Children with Challenging Behaviour LDA

Brattland Nielsen L (2008) Brief Reference of Student Disabilities: With Strategies for the Classroom. Corwin. 2nd edition

Hatton S and Broughton T (2011) An introduction to supporting people with autistic spectrum conditions. Learning Matters

Imray P. (2007) Turning the Tables on Challenging Behaviour: A Practitioner's Perspective to Transforming Behaviours in Children, Young People and Adults with SLD, PMLD or ASD. David Fulton Publisher

O'Regan F. (2002) How to Teach and Manage Children with ADHD. LDA

Speake J (2003) How to Identify and Support Children with Speech and Language Difficulties. LDA

Inclusive Practice

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|--------------------------------|-----------------------------|
| Unit Reference Number | H/650/6832 |
| Unit Title | Inclusive Practice |
| Unit Level | 4 |
| Number of Credits | 15 |
| Total Qualification Time (TQT) | 50 |
| Guided Learning Hours (GLH) | 150 |
| Mandatory / Optional | Mandatory |
| Sector Subject Area (SSA) | 13.1 Teaching and lecturing |
| Unit Grading Type | Pass / Fail |

Unit Aims

The aim of this unit is to develop your knowledge and understanding of inclusive practice. You will learn about factors influencing learning, and legislation relating to inclusive practice. You will also cover the roles and responsibilities relating to inclusive practice, how to create and maintain an inclusive environment and how to evaluate your own inclusive practice.

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcome – The learner will: | Assessment Criteria – The learner can: | Indicative Content |
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| 1. Understand factors which influence learning. | <p>1.1 Review the impact of personal, social, and cultural factors on learning.</p> <p>1.2 Review the impact of different cognitive, physical, and sensory abilities on learning.</p> | <p>Impact of personal, social, and cultural factors on learning: Different teaching and learning methods to accommodate different learning preferences and different abilities and/or needs (including one-to-one, paired work, small group teaching, whole group teaching), minimising potential institutional/social/cultural/personal barriers to learning,</p> <p>Bloom’s Taxonomy of Learning (categorisation of objectives, knowledge, comprehension, application, analysis, synthesis, evaluation), differentiated outcomes, embedding language/literacy/ numeracy</p> |

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| | | <p>(LLN), different assessment methods, legislation impacting on practice.</p> <p>Impact of different cognitive, physical, and sensory abilities on learning: Learning theory (andragogy, behaviourism, cognitivism, humanism, socially situated learning), motivation theory (e.g., Maslow, Herzberg, McGregor).</p> |
| <p>2. Understand the impact of policy and regulatory frameworks on inclusive practice.</p> | <p>2.1 Summarise policy and regulatory frameworks relating to inclusive practice.</p> <p>2.2 Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice.</p> <p>2.3 Explain how policy and regulatory frameworks influence our own inclusive practice.</p> | <p>Policy and regulatory frameworks: Legislation and codes of practice (health and safety, equal opportunities), own role in promoting equality (teaching materials, translating legislation in practice, diversity and inclusion, impact on teaching and classroom practice, range of differences which might present in a classroom situation), promoting (data protection, consumer legislation and other legislation relating to subject specialism), regulatory requirements (safeguarding, child protection), make a positive contribution, record keeping, codes of practice (Education and Training Foundation, subject specialist codes of practice), boundaries of teaching role.</p> <p>Influence of policy and regulatory frameworks on organisational policies: Legislation and codes of practice (health and safety, equal opportunities), own role in promoting equality (teaching materials, translating legislation in practice, diversity and inclusion, impact on teaching and classroom practice, range of differences which might present in a classroom situation), promoting (data protection, consumer legislation and other legislation relating to subject specialism), regulatory requirements (safeguarding, child protection), make a positive contribution, achieve, and enjoy, achieve economic wellbeing, record keeping, codes of practice (Education</p> |

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| | | <p>and Training Foundation, subject specialist codes of practice), boundaries of teaching role.</p> <p>Influence of policy and regulatory frameworks on inclusive practice: Legislation and codes of practice (health and safety, equal opportunities), own role in promoting equality (teaching materials, translating legislation in practice, diversity and inclusion, impact on teaching and classroom practice, range of differences which might present in a classroom situation), promoting (data protection, consumer legislation and other legislation relating to subject specialism), regulatory requirements (safeguarding, child protection), make a positive contribution, achieve, and enjoy, record keeping, codes of practice (Education and Training Foundation, subject specialist codes of practice), boundaries of teaching role.</p> |
| <p>3. Understand roles and responsibilities relating to inclusive practice.</p> | <p>3.1 Summarise own role and responsibilities relating to inclusive practice.</p> <p>3.2 Explain the relationship between own role and the roles of other professionals involved in inclusive practice.</p> <p>3.3 Identify points of referral available to meet individual learning needs.</p> | <p>Summarise role and responsibilities: Teaching and training cycle (identify needs, plan, design, deliver, assess, evaluate), Information, Advice and Guidance (IAG), signposting, liaising with other professionals, meeting organisation requirements, systems, procedures, maintaining standards, quality assurance, keeping records, registers, results, health and safety in the workplace, policies and practice in organisations, own professional requirements.</p> <p>Relationship between role and roles of other professionals: Role of collegiality and collaboration in local and regional areas, role of support agencies, learner referral, signposting, learner support opportunities, learning support opportunities, the different teams with which you interact in your daily work (e.g., external support agencies, external regulatory</p> |

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| | | <p>bodies, internal administrative support, internal quality assurance teams), limits of responsibility.</p> <p>Points of referral: Identifying support needs of learners, screening, initial assessment, diagnostic assessment, identifying key staff within organisations responsible for referral, identifying sources of learner support and learning support.</p> |
| <p>4. Understand how to create and maintain an inclusive learning environment.</p> | <p>4.1 Review key features and benefits of an inclusive learning environment</p> <p>4.2 Analyse ways to promote equality and value diversity.</p> <p>4.3 Analyse ways to promote inclusion.</p> <p>4.4 Review strategies for effective liaison between professionals involved in inclusive practice</p> | <p>Key features and benefits: Organisational policy and practice, classroom management, motivational theory (e.g. Maslow), engagement, participation, achievement, inclusive language, representation of cultural differences, avoiding stereotyping, access.</p> <p>Equality and diversity: Protected characteristics (e.g., race, gender, disability, age, religion, or belief, sexual orientation, transexuality, maternal status, marital status, civil partnership status), equality act, equal opportunities and equality and diversity policies, inclusion, differentiation, schemes of work, lesson planning, different teaching and learning methods to accommodate different learning preferences and different abilities and/ or needs (including one-to-one, paired work, small group teaching, whole group teaching), minimising potential institutional/ social/cultural/personal barriers to learning, Bloom's Taxonomy of Learning (categorisation of objectives, knowledge, comprehension, application, analysis, synthesis, evaluation), differentiated outcomes, embedding language/literacy/ numeracy (LLN), different assessment methods, legislation impacting on practice.</p> <p>Promote inclusion: Learning preferences, different teaching and learning methods (strengths and</p> |

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| | | <p>limitations, classroom management, lesson planning, extension activities, differentiated outcomes), Blooms' Taxonomy of Learning (categorisation of objectives – knowledge, comprehension, application, analysis, synthesis, evaluation), SMART objectives (Specific, Measurable, Achievable, Relevant, Timely), self-reflection.</p> <p>Review strategies for effective liaison: Teachers, mentors, learning support specialists, written/verbal/nonverbal communication, range of media.</p> |
| <p>5. Understand how to evaluate own inclusive practice.</p> | <p>5.1 Review the effectiveness of own inclusive practice.</p> <p>5.2 Identify own strengths and areas for improvement in relation to inclusive practice.</p> <p>5.3 Plan opportunities to improve own skills in inclusive practice.</p> | <p>Effectiveness of inclusive practice: Models of reflection (e.g., Schön, Gibbs, Brookfield, Johns, Atkins, and Murphy), self-reflective practice, models of evaluation (e.g. Kirkpatrick), learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), identifying assessment outcomes as basis for improvement/target setting.</p> <p>Identify strengths and areas for improvement: Models of reflection (e.g., Schön, Gibbs, Brookfield, Johns, Atkins and Murphy), self-reflective practice, models of evaluation (e.g. Kirkpatrick), learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), identifying assessment outcomes as basis for improvement/target setting.</p> <p>Plan opportunities to improve skills: Action planning, setting SMART targets (specific, measurable, achievable, realistic, timely), strengths and limitations of own skills and knowledge (e.g., experience, qualifications, currency of skills and knowledge), liaison</p> |

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| | | with other agencies/learning professionals and current research relating to inclusive practice. |
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

| Learning Outcomes to be met | Assessment Criteria to be covered | Assessment type | Word count (approx. length) |
|-----------------------------|-----------------------------------|-----------------|-----------------------------|
| LO1 | All AC's under LO1 | Case Study | 1000 words |
| LO2 | All AC's under LO2 | Report | 1000 words |
| LO3 and LO4 | All AC's under LO3 and LO4 | Presentation | 800 words of speaker notes |
| LO5 | All AC's under LO5 | Report | 1000 words |

Indicative Reading List

Avis J, Fisher R and Thompson R (eds) – Teaching in Lifelong Learning: A Guide to Theory and Practice, 3rd edition (Open University Press, 2018)

Cohen L, Manion L, and Morrison K – A Guide to Teaching Practice, 5th edition (Routledge, 2011)

Duckworth V, Wood, J, Dickinson J & Bostock J – Successful Teaching Practice in the Lifelong Learning Sector (Learning Matters, 2010)

Gould J – Learning Theory and Classroom Practice in the Lifelong Learning Sector: Achieving Qtls Series (Learning Matters, 2012)

Gravells A - Principles and Practices of Teaching and Training: A guide for teachers and trainers in the FE and skills sector (Further Education and Skills) (Sage 2007)

Gravells A and Simpson S – -The Certificate in Education and Training Learning Matters, 2014)

Griffith A and Burns M – Outstanding Teaching: Engaging Learners (Crown House Publishing, 2012) Hattie J – Visible Learning for Teachers: Maximising Impact on Learners (Routledge, 2012)

Illeris K – Contemporary theories of learning: learning theorists: in their own words (Routledge, 2018)

Karl A and Riley A - Understanding and Using Educational Theories, 2nd Edition (Sage 2018)

Keeley-Browne L – Training to Teach in the Learning and Skills Sector (Pearson, 2007)

Machin I and Hindmarch D - A Complete Guide to The Level 5 Diploma in Education and Training (Further Education), 3rd Edition (Critical 2020)

Petty G – Teaching Today: A Practical Guide (Oxford University Press, 2014)

Powell S and Tummons J – Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition (Learning Matters, 2011)

Reece I and Walker S – Teaching, Training and Learning: A Practical Guide (Business Education, 2007) Wallace S – Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition (Learning Matters, 2011)

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience.

For updated information please visit our website www.othm.org.uk.