



OTHM LEVEL 4 CERTIFICATE IN LEARNING, DEVELOPMENT AND PEDAGOGY

Qualification Number: 610/3489/7

Specification | **DECEMBER 2023**

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QUALIFICATION OBJECTIVES

The OTHM Level 4 Certificate in Learning, Development and Pedagogy is a teaching qualification which has a teaching/training practice requirement. It is an ‘in service’ qualification designed for those working or wishing to work as teachers/trainers in England. All learners must have access to 36 hours of teaching and there must be a minimum of three observations of practice, totalling a minimum of three hours.

The objective of the OTHM Level 4 Certificate in Learning, Development and Pedagogy qualification is to give the learner the underpinning knowledge, understanding and skills needed to develop their knowledge, understanding and skills in terms of learning programmes, development of resources and their subject specific pedagogy. This includes the planning and delivering of schemes of work and sessions, negotiation of individual goals, different teaching and learning strategies, communication issues and developing and evaluating one’s own pedagogical practice in their selected subject area.

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 Learning, Development and Pedagogy
Ofqual Qualification Number	610/3489/7
Regulation Start Date	28/11/2023
Operational Start Date	04/12/2023
Total Credit Value	36
Total Qualification Time (TQT)	360
Guided Learning Hours (GLH)	155
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 Learning, Development and Pedagogy qualification consists of 5 mandatory units, 36 credits, 360 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 125 hours.

All units are mandatory.

Unit Ref No	Unit Title	Level	Credit	GLH	TQT
L/618/2816	Evaluating learning programmes	4	3	15	30
R/618/2803	Develop and prepare resources for learning and development	4	6	30	60
T/618/2812	Develop learning and development programmes	4	6	30	60
Y/618/2818	Manage learning and development in groups	4	6	30	60
K/650/6843	Action Learning to Support Development of Subject Specific Pedagogy	5	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

Evaluating Learning Programmes

Unit Reference Number	L/618/2816
Unit Title	Evaluating learning programmes
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 enable learners to understand the principles of evaluating learning programmes and use evaluation methods and data to understand how these can be used to improve learning programmes.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the principles of evaluating learning programmes.	1.1 Analyse the principles of evaluating learning. 1.2 Discuss how the principles can be applied to learning programmes.	Involvement of employers, funders, learners, colleagues, inspectors, cultural diversity; cultural values; individual behaviour; group behaviour; selection processes; managing learner cohesion, achieving goals, within timescales, assessment requirements, achievement data, value-added, awarding organisation training or updating of curriculum requirements, updating technical knowledge and expertise
2. Understand and use evaluation methods.	2.1 Develop a framework for the evaluation of learning programmes. 2.2 Devise objectives in order to achieve evaluation aims.	Fit-for-purpose, time management, meeting goals, content coverage, skills opportunities, targeted. Scope of approach, aims and objectives, level of evaluation required, cost/benefit consideration, clearly identified purpose, relevant individuals involved, learner

	2.3 Apply and justify methods for evaluating the effectiveness of learning programmes.	satisfaction, reduction in skill gaps, improved work climate and culture, time saving, return on investment, improved productivity, quality, customer service, increased customer base.
3. Understand how to collect and analyse data for the purpose of evaluating learning programmes.	<p>3.1 Apply relevant guidelines and legislation relevant to the collection and analysis of data.</p> <p>3.2 Apply and justify methods of collecting data used to evaluate learning programmes.</p> <p>3.3 Apply and justify methods of analysing data used to evaluate learning.</p>	Identify modification of future delivery, measure impact of change, flexible approaches to improve access to programme, opportunities for staff development, working with stakeholders. Through application of training and development policy, internal standardisation, monitoring and moderation policy, learner feedback, course or programme team review, appropriate documentation, internal quality improvement team, identified roles and responsibilities in relation to quality improvement, identifying workforce development needs.
4. Understand how evaluation results can be used to improve learning programmes.	<p>4.1 Apply techniques and methods to present an analysis of evaluation results.</p> <p>4.2 Explain how evaluation results can be used to improve learning programmes, identifying factors affecting implementation.</p>	<p>Adapting language, adapting methodologies, recognising, and addressing barriers, engaging others in own communication.</p> <p>Analysing industry and competition; shift from operational to strategic management; strategies for cost advantage and differentiation advantage; strategy in times of change; resources, capabilities, and competitive advantage; alliances; diversification; internationalisation; strategy implementation; identify modification of future delivery, measure impact of change, flexible approaches to improve access to programmes, opportunities for staff development, working with stakeholders.</p>
5. Understand how to evaluate the effectiveness of own practice.	5.1 Review own practice in evaluating learning, reflecting on validity and reliability of data collected and the effectiveness of methods used.	<p>Formal and informal sources of support for development: organised learning activities, experience in the work setting, supervision, appraisal, mentoring, coaching, presentations and sharing good practice.</p> <p>Factors when considering professional development:</p>

		<p>allocation of budget, time, career goals, time off. Supporting others: open up discussion, observation of colleagues, share good practice. Application of reflective practice: how and where to seek information about current best practice; sources of feedback on practice; seeking a critique of skills, knowledge and practical competence; observations; mentoring and critical friend model; gathering and record information in order to engage in continuing professional development (CPD); influences on own knowledge, skills and practical competence.</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 to LO5	All AC's under LO1 to LO5	Report	3500 words

Indicative Reading List

Armitage, A., Evershed, J., Hayes, D., Hudson, A., Kent, J., Lawes, S., Poma, S. and Renwick, M. (2012). Teaching and training in postcompulsory education (4th edition). Open University Press

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

Brown, S., Race, P. and Smith B. (2004). 500 Tips on Assessment. Routledge

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

Petty, G. (2014). Teaching Today: A Practical Guide. Fifth Edition. Nelson Thornes

Reece, I. and Walker, S. (2007). Teaching Training and Learning: A Practical Guide (6th Edition). Business Education

Scales, P. (2012). Teaching in the Lifelong Learning Sector. (2nd edition). Open University Press

Tummons, J. (2011). Assessing Learning in the Lifelong Learning Sector (3rd Ed). Learning Matters

Develop and Prepare Resources for Learning and Development

Unit Reference Number	R/618/2803
Unit Title	Develop and prepare resources for learning and development
Unit Level	4
Number of Credits	6
Total Qualification Time (TQT)	60
Guided Learning Hours (GLH)	30
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 assess a learning and development practitioner's competence in developing and preparing resources to support learning and development. 'Develop' covers preparing and producing resources 'from scratch' as well as adapting existing resources to meet the needs of learners. 'Resources' also cover the preparation of the learning environment, learning materials and equipment used to support learning. Examples of resources include technical equipment, IT-based learning, handouts, workbooks and visits to places of interest. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

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

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand principles underpinning development and preparation of resources for learning and development.	<p>1.1 Explain principles underpinning resource selection for learning and development.</p> <p>1.2 Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies.</p>	Principles underpinning resource selection and development: Consideration of existing resources, financial constraints and cost of developing new resources, purpose of the resource, needs of the learners in relation to the resource (e.g., level of complexity, use of images), different formats available (e.g., paper based, IT based within the learning and

	<p>1.3 Evaluate the contribution of technology to the development of learning and development resources.</p>	<p>development environment and online, practical objects), timescale for development of resources, copyright issues.</p> <p>Factors that are important when developing and preparing resources, conforming to national legislation and organisational policies: Equality and diversity legislation, protection, copyright issues, learning preferences, representation of cultural differences, avoiding stereotyping, adapting resources to accommodate specific learning difficulties and disabilities, learners' levels and corresponding reading ages, SMOG (McLaughlin formula/polysyllable count), strengths and limitations of specific resources, capabilities of the learners. • Technology and the development of learning and development resources: Capability of the learners, capabilities of the developer, availability of technology and facilities, strengths and limitations of technological resources, financial constraints, range of different resources available (youtube, research availability, presentation formats e.g., power point, poster, presentation, video clips etc.), how you use technology within the organisation.</p>
<p>2. Be able to develop resources to meet learning and development needs.</p>	<p>2.1 Agree needs of learners for whom resources are being developed.</p> <p>2.2 Prepare resources for the delivery of learning and development ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met.</p> <p>2.3 Plan adaptations to and use of technology within resources to meet learning and development needs.</p>	<p>Agreeing needs of learners for whom resources are being developed: Barriers to learning (institutional, social, cultural and personal barriers), learning preferences, self-reflection, written, verbal and non-verbal communication, questioning techniques, negotiation skills, capabilities of the learners, recording agreements.</p> <p>Preparing resources for the delivery of learning and development, ensuring legislation and organisational health, safety, welfare, equality and inclusion requirements are met: Concept of the safe learner</p>

	<p>2.4 Prepare guidance to assist those using learning and development resources.</p> <p>2.5 Evaluate the suitability of resources for learning and development.</p>	<p>including identifying own health and safety responsibilities, identification of prohibitions and restrictions, safeguarding (e.g. every child matters), data protection legislation, organisational policies and practices (e.g. equality and diversity (stereotyping, discrimination)), impact of legislation on own practice, inclusive communication, learning preferences (e.g. VAK - Visual, Auditory, Kinesthetic, SMOG - Mclaughlin formula/polysyllable count), testing resources, readability of resources, strengths and limitations of range of resources (paper based, IT based, practical objects), representation of cultural difference, adapting resources to accommodate specific learning difficulties and disabilities.</p> <p>Adaptations to and use of technology within resources to meet learning and development needs: Capabilities of the learners, capabilities of the developer, strengths and limitations of a variety of resources, barriers of adaptations available (e.g. copying, change of font size/selection, change of colour, putting resources online, use of technology to provide alternatives to delivery in a classroom, online programmes (e.g. health and safety). Guidance to assist those using learning and development resources: Guidance manuals, policies, procedures, lesson planning, needs of the learners, developing and adapting resources.</p> <p>Suitability of resources for learning and development: Feedback from a range of suitable sources (e.g., learners, tutors, awarding bodies), written, verbal and non-verbal communication, meetings and sharing of good practice.</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. This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

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	Guidance Report(s)	3500 words
		Observation of Practice	As per template provided in assignment brief – see Appendix 1

Indicative Reading List

Cullen, R., Harris, M., Hill, R.R. and Wemer, M. (2012). *Learner-Centered Curriculum: Design and Implementation*.

Jossey-Bass Joyce, B. and Calhoun, E. (2010). *Models of Professional Development: A Celebration of Educators*. Thousand Oaks. CA: Corwin Press.

Lea J Hayes, D Armitage, A, Lomas, L and Markless, S. (2003). *Working in Post Compulsory Education*. Open University Press: London.

McKay, M. (2008). *Messages: The Communication Skills Book*. Oakland. CA: New Harbinger Publications.

Neary M. (2002). *Curriculum Studies in Post-Compulsory and Adult Education: A Teacher’s and Student Teacher’s Study Guide*. Nelson Thornes: London.

Pettigrew, A. M., Thomas, H. and Whittington, R. (eds.) (2006). *The Handbook of Strategy and Management*. Sage: London.

Stacey, R. D. (2010). *Strategic Management and Organisational Dynamics*. Harlow: Financial Times/Prentice Hall.

Winstanley, D. (2005). *Personal Effectiveness*. London: Chartered Institute of Personnel & Development.

Develop Learning and Development Programmes

Unit Reference Number	T/618/2812
Unit Title	Develop learning and development programmes
Unit Level	4
Number of Credits	6
Total Qualification Time (TQT)	60
Guided Learning Hours (GLH)	30
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 assess a learning and development practitioner’s competence in developing learning and development programmes. It does not include the detailed preparation or implementation of the programme. ‘Practitioner’ means anyone with a learning and development responsibility as part of their role.

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

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the principles underpinning the development of learning and development programmes.	1.1 Explain the objectives of learning and development programmes. 1.2 Evaluate the factors of learning and development programmes that impact on: <ul style="list-style-type: none"> ● development ● delivery ● assessment and accreditation 1.3 Explain the importance of learner	<ul style="list-style-type: none"> • Purpose of the learning and development programme, relationship of the programme to organisational goals. • Factors of learning and development which impact on development/delivery/ assessment: Individual learning needs, learning preferences institutional, social, cultural, personal factors affecting learning and development, motivation theory (e.g. Maslow, Herzberg, McGregor), different methods of delivery to accommodate different learning preferences and different abilities or needs of the individual, different

	<p>involvement when developing learning and development programmes.</p> <p>1.4 Evaluate the risks that need to be managed when developing learning and development programmes.</p> <p>1.5 Compare methodologies to monitor and evaluate learning and development programmes.</p>	<p>assessment methods (e.g. observation, oral questions, written questions, project based assignment), formal, informal assessment, paper based and non-paper based assessment, awarding organisation requirements, legislation affecting learning and development (e.g. health and safety, equality data protection), codes of practice (e.g. NVQ code of practice, own subject specialism codes of practice), regulatory requirements (e.g. safeguarding), resource availability (e.g. personnel, accommodation, equipment), funding, availability, inclusion, differentiation, programme planning. • The importance of learner involvement when developing learning and development programmes: Learner empowerment, learner autonomy, current skills and abilities of learner, social, cultural and personal factors affecting learning, learner expectations, learning preferences. • Risks that need to be managed when developing learning and development programmes: The concept of the safe learner including identification of hazards, risk and controls, 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. ECM - Every Child Matters, be healthy, stay safe, make a positive contribution, enjoy and achieve, achieve economic wellbeing), data protection, organisational policies and practice (equality and diversity, bullying, harassment, complaints, appeals and personal safety policies), impact of legislation on own practice. Methodologies to monitor and evaluate learning and development programmes. • Evaluation theory (e.g., Kirkpatrick, Brookfield), qualitative and quantitative information, using feedback from a range of suitable sources (e.g. learners, management, work</p>
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		<p>based assessors, employer, self-reflection), role of monitoring and evaluating in developing learning and development programmes, strengths and limitations of methodologies.</p>
<p>2. Be able to develop learning and development programmes.</p>	<p>2.1 Identify the learning outcomes required for learning and development programmes.</p> <p>2.2 Develop a plan for a learning and development programme.</p> <p>2.3 Plan the assessment approaches to meet the learning outcomes of learning and development programmes.</p> <p>2.4 Produce resources for learning and development programmes.</p>	<p>Identify the learning outcomes required for learning and development programmes: Purpose of the programme, relationship of learning and development programme to achieving organisational goals, written, verbal and non-verbal communication, negotiation skills, target setting, SMART targets (Specific, Measurable, Achievable, Realistic and Time-Based).</p> <p>Develop a plan for learning and development programme: Aims and objectives, action planning, individual learning needs, learning preferences, institutional, social, cultural, personal factors affecting learning and development, motivation theory (e.g. Maslow, McGregor, Herzberg), different methods of delivery (e.g. one to one, paired work, small group teaching, whole group teaching, legislation affecting practice (e.g. health and safety, equality, data protection), organisational policy and practice, awarding organisation requirements, regulatory and funding body requirements, availability of resources (e.g. personnel, accommodation, equipment), inclusion, differentiation, funding availability.</p> <p>Plan the assessment approaches to meet the learning outcomes: Assessment theory, different types of assessment (e.g., initial, formative, summative), different methods of assessment (e.g., observation, oral questions, written questions, project base assignment) formal/informal assessment, paper based/ non-paper-based assessment, adapting assessment to</p>

		<p>meet special requirements, validity, reliability, safety, fairness of assessment.</p> <p>Produce resources for learning and development programmes: Strengths and limitations of specific resources (e.g., paper based, technology, practical objects etc.), learning preferences, representation of cultural differences, avoiding stereotyping inclusive language, adapting resources to accommodate specific learning difficulties and disabilities, existing resources, financial constraints.</p>
<p>3. Be able to review learning and development programmes.</p>	<p>3.1 Evaluate the learning outcomes of a learning and development programme.</p> <p>3.2 Evaluate the delivery and assessment of a learning and development programme.</p> <p>3.3 Identify areas for improvement for learning and development programmes.</p>	<p>Evaluate the learning outcomes of the learning and development programme: Evaluation theory (e.g., Kirkpatrick, Brookfield), systematic reviews, qualitative and quantitative information, using feedback from a range of suitable sources (e.g., learners, work-based assessors, manager, employer, self-reflection), how the programme has contributed to organisational goals.</p> <p>Evaluate the delivery and assessment of the learning and development programme: Evaluation theory (e.g., Kirkpatrick, Brookfield, systematic reviews, qualitative and quantitative information, using feedback from a range of suitable sources (e.g., learners, work-based assessors, manager, employer, peer group, observation, self-reflection). Identify areas for improvement for learning and development programmes.</p> <p>Using feedback as a basis for improvement/target setting, SWOT analysis (strengths, weaknesses, opportunities, threats), action planning, SMART targets (Specific, Measurable, Achievable, Realistic and Time-Based).</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.

This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed for this learning outcome.

Learning Outcomes to be met	Assessment Criteria to be covered	Assessment type	Word count (approx. length)
LO1 to LO3	All AC's Under LO1 to LO3	Portfolio of evidence	Observation of Practice
		Observation of Practice	As per template provided in assignment brief – see Appendix 1

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

Beere J. (2010). The Perfect (Ofsted) Lesson. Crown House Publishing.

Gadsby C. (2012). Perfect Assessment for Learning. Independent Thinking Press.

Gould J. (2012). Learning Theory and Classroom Practice in the LLLS. Learning Matters.

Petty G. (2009). Evidence-Based Teaching: A Practical Approach, Second Edition. Nelson Thornes.

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

Wallace S. (2011). Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition. Learning Matters.

Manage Learning and Development in Groups

Unit Reference Number	Y/618/2818
Unit Title	Manage learning and development in groups
Unit Level	4
Number of Credits	6
Total Qualification Time (TQT)	60
Guided Learning Hours (GLH)	30
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 assess a practitioner's management of learning and development in groups. They are expected to understand the use of a variety of management methods, for example, motivational strategies, behaviour management, provision of advice as well as deliver strategies to facilitate learning. They are also expected to involve learners within groups in the learning and development process. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the principles and practices of managing learning and development in groups.	<p>1.1 Analyse the characteristics of group environments that foster learning and development.</p> <p>1.2 Evaluate strategies to manage group behaviour and dynamics.</p> <p>1.3 Evaluate management techniques which facilitate the delivery of learning and development in groups.</p>	<p>Characteristics of group environments: Learning preferences, group formation theory (e.g., forming, storming, norming, performing), motivation theory (e.g., Maslow, Herzberg, McGregor, Dwerk), role allocation in groups (e.g., team roles – company worker, chairperson, resource investigator, monitor, evaluator, team worker, completer, finisher), classroom management, the learning organisation.</p> <p>Strategies to manage group behaviour: Behaviour management, group formation theory (e.g. forming,</p>

	<p>1.4 Analyse ways to involve learners in the management of own learning and development in groups.</p> <p>1.5 Analyse risks to be considered when managing learning and development in groups.</p> <p>1.6 Explain how to manage barriers to individual learning in groups.</p>	<p>storming, norming, performing), role allocation in groups (e.g. team roles), legislation, organisational policies and procedures, negotiation skills, empowerment, establishing boundaries, management styles (e.g. laissez-faire, democratic, autocratic), motivation theory (e.g. Maslow, McGregor), learning contracts, codes of conduct, group size, planning to proceed, reviews, mechanisms for groups to deal with unco-operative members.</p> <p>Evaluating management techniques: Self-reflective practice, models of evaluation (e.g., Kirkpatrick), obtaining feedback from a range of appropriate sources (e.g. self, learners, peer/tutor observations), management styles (e.g. laissez-faire, democratic, autocratic), identifying assessment outcomes as basis for improvement/target setting.</p> <p>Analysing ways to involve learners in management of own learning and development: Motivation theory (e.g. Maslow, Herzberg, McGregor, Dwerk), lesson planning, learning preferences, group dynamics, different teaching and learning methods (e.g. role play, problem solving, supported, flexible or independent study, learner centered learning, discussion, games, assignments), ILPs (individual learning plans), code of conduct, role allocation in groups (e.g. team roles), self-reflective practice.</p> <p>Analysing risks to be considered: The concept of the safe learner, including identification of hazards, risks and 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,</p>
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		<p>identification of applicable work procedures, identification of prohibitions and restrictions, safeguarding (e.g. ECM – 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) equality legislation.</p> <p>Managing barriers to individual learning in groups: Institutional, social, cultural and personal barriers, organisational provision to support learning, identifying key staff members’ responsibility for co-ordination of support, external provision to support learners, range of referral agencies available, liaison with key support agencies, signposting, information, advice and guidance (IAG), negotiation skills.</p>
<p>2. Be able to manage group learning and development environments.</p>	<p>2.1 Facilitate communication, collaboration and learning between group members.</p> <p>2.2 Use motivational methods to engage the group and its individual members in the learning and development process.</p> <p>2.3 Consult with group members to adapt their learning and development environments to improve their learning outcomes.</p> <p>2.4 Manage the risks associated with group learning and development.</p>	<p>Facilitating communication, collaboration and group learning: Transactional analysis (dynamics of interpersonal communication), group formation theory (e.g. forming, storming, norming, performing), role allocation in groups (e.g. team roles – company worker, chairperson, resource investigator, monitor, evaluator, team worker, completer, finisher), learning contracts and codes of conduct, differences between teams and groups, controlling the learning situation, directing the learning of students, coping with individual student differences, inclusion, differentiation.</p> <p>Using motivational methods to engage the group and its individual members: Motivation theory (e.g. Maslow, Herzberg, McGregor, Dwerk), learning preferences, different methods of learning and teaching (e.g. role play, discussion, games, supported, flexible or</p>

		<p>independent study, learner centered learning), institutional, social, cultural and personal factors affecting motivation, learner’s responsibility for own learning, barriers to learning, coping strategies, appropriate support methods, stimulating independent learning, written, verbal and non-verbal communication skills.</p> <p>Consulting with group members to adapt environments to improve learning outcomes: Teaching and learning preferences, written, verbal and non-verbal communication skills, negotiation skills, SMART objectives (Specific, Measurable, Achievable, Relevant, Timely), reviewing progress, obtaining feedback from a range of suitable sources (e.g., self, learners, peer/tutor observation).</p> <p>Managing the risks associated with group learning and development: The concept of the safe learner, including identification of hazards, risks and 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. ECM – 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), equality legislation, impact of legislation on own practice.</p>
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<p>3. Be able to apply methodologies to manage learning and development in groups.</p>	<p>3.1 Involve learners in agreeing group learning and development objectives.</p> <p>3.2 Adapt and implement delivery methods, activities, and resources to meet the learning and development objectives of the group.</p> <p>3.3 Manage group learning strategies and delivery methods to reflect changing requirements.</p> <p>3.4 Provide individual advice to learners to assist their decision-making about future learning needs.</p>	<p>Involving learners in agreeing group objectives: Written, verbal and non-verbal communication, negotiation skills, SMART objectives (Specific, Measurable, Achievable, Timely), motivation theory (e.g., Maslow, Herzberg, McGregor, Dwerk), understanding the balance between group needs and task requirements.</p> <p>Adapting and implementing delivery methods to meet objectives: Learning preferences, different assessment (e.g., observation, oral questioning, written questions, project-based assignments), different methods of learning and teaching (e.g., demonstration, presentation, role play, games, discussion, problem solving, assignments), reviews, use of feedback from a range of appropriate sources (e.g., self, learners, peer/tutor observations, work-based assessors).</p> <p>Manage group learning strategies and delivery method to reflect changing requirements: Classroom management, reviews, use of feedback from a range of appropriate sources (e.g., learners, managers, peer/tutor observation, work-based assessors), role allocation in groups, learning contracts and codes of conduct, controlling the learning situation, directing the learning of students, coping with individual student differences.</p>
<p>4. Be able to manage learning and development in groups to comply with legal and organisational requirements.</p>	<p>4.1 Support learners' rights in relation to equality, diversity, and inclusion.</p> <p>4.2 Minimise risks to safety, health, wellbeing, and security of learners.</p> <p>4.3 Manage confidentiality in relation to learners and the organisation.</p>	<p>Supporting learners' rights in relation to equality, diversity, and inclusion: Organisational policies and practice (e.g., equality and diversity, bullying, harassment, complaints and appeals policies), equality inclusive language, avoiding stereotyping, prejudice and discrimination, differentiation, impact of legislation on own practice.</p> <p>Minimising risk to safety, health, wellbeing and security</p>

	<p>4.4 Maintain learning and development records in accordance with organisational procedures.</p>	<p>of learners: The concept of the safe learner, including identification of hazards, risks and controls, identification of own health and safety responsibilities, completion of hazard surveys, identifying key health and safety staff members, recording emergency procedures currently in place, identification of applicable work procedures, safeguarding (e.g. ECM – Every Child Matters, be healthy, stay safe, make a positive contribution, achieve and enjoy, achieve economic wellbeing), impact of legislation on own practice (e.g. duty of care).</p> <p>Managing confidentiality: Data protection legislation, freedom of information, types of records generated (e.g., application form enrolment form, ILP (individual learning plan), assessment plans, reviews/tutorials, feedback reports, tracking sheets, registers), organisational requirements for monitoring and auditable purposes, awarding organisation requirements, maintaining records in accordance with organisational procedure.</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.

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 to LO3	All AC's under LO1, LO2 and LO3	Guidance Report(s)	3500 words
		Observation of Practice	As per template provided in assignment brief – see Appendix 1

Indicative Reading List

Cullen, R., Harris, M., Hill, R.R. and Wemer, M. (2012). *Learner-Centered Curriculum: Design and Implementation*

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

Gewirtz, S., Mahony, P., Hextall, I. and Cribb, A. (2008). *Changing Teacher Professionalism: International trends, challenges and ways forward (Improving Learning)*. Routledge

Kelly, A.V. (2012). *The Curriculum: Theory and Practice*. Sage

McKay, M. (2008). *Messages: The Communication Skills Book*. Oakland. CA: New Harbinger Publications

Tummons, J. (2010). *Curriculum Studies in the Lifelong Learning Sector*. Learning Matters

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

Action Learning to Support Development of Subject Specific Pedagogy

Unit Reference Number	K/650/6843
Unit Title	Action Learning to Support Development of Subject Specific Pedagogy
Unit Level	5
Number of Credits	15
Total Qualification Time (TQT)	150
Guided Learning Hours (GLH)	50
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Type	Pass / Fail

Unit Aims

This unit aims to enable the learner to investigate an area of interest related to the teaching of their own subject specialist area. It includes selecting and justifying a relevant area of interest, using appropriate research methodology, reviewing current relevant literature and evaluating other subject specialists. It also involves engaging with peers, evaluating strengths and areas for development in own practice, and presenting findings clearly and objectively.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
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.	Action learning and how it can support improvement in teaching and learning. The relationship between action learning and reflection. What action learning sets are and how they operate. The nature of subject specific pedagogy and how theories of teaching and learning link to practise in subject/specialist area
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 practise in own subject specific area. 2.3 Evaluate the practice of other subject	Identifying good practice in own subject specific pedagogy including using peer observation; evaluating own subject specific pedagogy in relation to identified good practice.

	specialists in own subject specific area.	
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.	Professional debate within an action learning set: Reflection on practice with peers: Self-reflective practice, use of feedback, from a range of suitable sources (e.g., learners, peers, awarding organisations), meetings and sharing of good practice, action planning, SMART targets.
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.	Evaluating the effectiveness of the recommendations from investigation for improved subject specific pedagogical practice. Ethical considerations relevant to investigation.
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.	Areas for development based on findings from investigation of an area of interest: mentor support, team working to support development, sharing planning models, internal verification at planning stage. The benefits of changes made to own practice: achieving goals, within timescales, assessment requirements, achievement data, value-added.
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	Selecting appropriate area(s) for investigation Research methods suitable for investigation Collecting, analysing, and presenting findings from investigation. Carrying out a literature review including accurate referencing of sources using Harvard referencing.

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	Project Proposal	1 x Project Proposal - 800 words
LO2	All AC's under LO2	Literature Review	1 x Literature Review - 1200 words, inclusive of a reference list of all sources accessed.
LO3 and LO4	All AC's under LO3 and LO4	Professional Discussion Plan Reflection Report	1 x Professional Discussion Plan – up to 500 words 1 x Reflection Report – Up to 1000 words
LO5 and LO6	All AC's under LO5 and LO6	Action Learning Findings report	Action Learning Findings - 1500 words.

Indicative Reading List

Brookfield S (2005) *The Power of Critical Theory for Adult Learning and Teaching*. Open University Press/McGraw-Hill Education

Coffield F, Edward S, Finlay I, Hodgson A, Spours K and Steer R (2008) *Improving Learning, Skills and Inclusion: the impact of policy on postcompulsory education*. Abingdon

Gould J – *Learning Theory and Classroom Practice* (2009) Learning Matters Ltd

Nind M, Rix J, Sheehy K, and Simmons K (2005) *Policy and Power in Inclusive Education*. London, Routledge

Powell S and Tummons J (2011) *Inclusive Practice in the Lifelong Learning Sector*. Learning Matters Ltd

Tobias S and Duffy T M (eds)(2009) *Constructivist Instruction: Success or Failure?* Routledge.

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.

APPENDIX 1



Observation, Grading and Feedback Form:

Learner Name	
OTHM Learner Registration Number	
Name of Observer and Role:	
Observation number:	(1 – 3)
Time of Session:	
Length of Observation:	
Unit Title:	
Title of Session:	
Overall Grade for session:	
Date of Observation:	

Observation Summary
<p>Planning:</p>
<p>Delivery:</p>
<p>Resources:</p>
<p>Communication:</p>

Assessments:

Feedback to learner:

Significant strengths

Areas for development:

Agreed action plan:

Observer signature:

Name:

Date:

Learner signature:

Name:

Date:

IQA signature (if sampled)

Name:

Date: