



OTHM LEVEL 4 DIPLOMA IN EDUCATION AND TRAINING MANAGEMENT

Qualification Number: 610/1377/8

Specification | August 2022

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QUALIFICATION OBJECTIVES

The objective of the OTHM Level 4 Diploma in Education and Training Management qualification is to develop a learner’s practical teaching skills and prepare them to work in a wide range of educational and training contexts.

The Level 4 units provide an introduction to relevant education and training principles and practices. These units include both theoretical and practical content, and learners will be able to gain knowledge and skills in the areas of education and training programme design, learner engagement, and planning and monitoring their own work as well as evaluating the quality of education and training provision. They will also learn about the importance of reflecting on their current practice, identifying their own learning needs and professional development.

QUALITY, STANDARDS AND RECOGNITIONS

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

OTHM has progression arrangement with several UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and Master’s/top-up programmes.

REGULATORY INFORMATION

Qualification Title	OTHM Level 4 Diploma in Education and Training Management
Ofqual Qualification Number	610/1377/8
Regulation Start Date	22/08/2022
Operational Start Date	22/08/2022
Duration	1 Year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	600 Hours
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Overall Grading Type	Pass / Fail
Assessment Methods	Portfolio of Evidence
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 Diploma in Education and Training Management qualification consists of 6 mandatory units, 120 credits, 1200 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 600 hours.

All units are mandatory.

Unit Ref. No.	Unit Title	Level	Credit	GLH	TQT
K/650/3918	Principles of Education and Training	4	20	100	200
A/650/3913	Design Education and Training Provision	4	20	100	200
A/617/4985	Engage Learners in Education and Training	4	20	100	200
F/617/4986	Plan, Allocate and Monitor Work in Own Area of Responsibility	4	20	100	200
J/617/4987	Evaluate Education and Training Provision	4	20	100	200
D/650/3914	Professional Development and Reflection in Education and Training	4	20	100	200

Any learner that successfully completes the OTHM Level 4 Diploma in Education and Training Management qualification may, within 3 years, progress and complete the required Level 5 mandatory units to gain the full OTHM Level 5 Extended Diploma qualification.

A new registration for the learner must be made by the centre.

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

These qualifications are designed for learners who are typically aged 18 and above. The entry profile for learners is likely to include at least one of the following:

- Relevant Level 3 Diploma qualification or equivalent qualification
- GCE Advanced level in 2 subjects or equivalent qualification
- 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](#).

Centres need to ensure that learners are selected for suitability on the course, establishing that they meet the following minimum criteria:

- Can read and communicate clearly and accurately enough to meet the requirements of their training
- Minimum core of literacy, language, numeracy and ICT
- Do not have a criminal background which might prevent them from working as a teacher with young people or vulnerable adults.

PROGRESSION

Successful completion of the OTHM Level 4 Diploma in Education and Training Management provides learners the opportunity for a wide range of academic progressions including progression to relevant OTHM Level 5 Diplomas.

As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to gain direct entry into Year 2 of a three-year UK Bachelor's degree programme.

For more information visit the [University Progressions](#) 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 through the OTHM Level 4 Diploma qualifications.

There is no formal teaching practice requirement for this qualification.

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.

There is no formal teaching practice requirement for this qualification. Learners will carry out assessment tasks and produce a portfolio of evidence. The portfolio of evidence will demonstrate that you can apply the knowledge, skills, and behaviours identified in the required standard.

Each learner is required to create a portfolio of evidence which demonstrates achievement of 100% of the learning outcomes and assessment criteria associated with each unit. Learning outcomes and assessment criteria specify what each learner has to achieve.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- learners proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres 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 OTHM Level 4 Diploma qualification 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 or two of the units or assignments are 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 for 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.

LEVEL 4 UNIT SPECIFICATIONS

Principles of Education and Training

Unit Reference Number	K/650/3918
Unit Title	Principles of Education and Training
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to provide learners with an understanding of the skills and understanding an education and training practitioner requires to underpin their core knowledge and practice.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the principles of education and training.	1.1 Describe education and training strategies used with individual learners and learners in groups. 1.2 Explain the objectives and benefits of education and training for learners and organisations. 1.3 Compare and contrast environments used for education and training delivery in relation to different learner and organisational needs. 1.4 Explain why education and training programmes and activities must be managed to meet learner needs.	<ul style="list-style-type: none"> • Pedagogy, knowledge of learning styles, inclusion, anti-discriminatory practice • Achievement of a qualification to support change of job role; goals; aims and objectives; continuing Professional Development; skills/knowledge development; occupational / professional requirement; self-development / New knowledge and skills; motivation / workforce development; updating as a result of key changes in practice. • Relevance of suitable environment; equality of opportunity; access needs; safety; availability • Maintain competitive edge; innovation

<p>2. Understand how people learn.</p>	<p>2.1 Compare and contrast theories of learning in relation to own practice and context. 2.2 Describe each of the component parts of the education and training cycle. 2.3 Explain how different phases of the education and training cycle enhance the learner experience.</p>	<ul style="list-style-type: none"> • 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 • Identify learning needs, plan and design learning, deliver learning, evaluate learning outcomes • Research and analyse needs on an ongoing basis • Use of learning needs analysis, training needs analysis, questionnaire, feedback, monitoring, programme review and improvement, employer contact.
<p>3. Understand the role of differentiation in relation to education and training.</p>	<p>3.1 Explain the needs of different types of learners. 3.2 Describe the benefits and drawbacks of adapting education and training activities to meet learner needs and preference. 3.3 Explain why it is important to engage learners in the planning, management and review of their own learning. 3.4 Explain methods of promoting equality and valuing diversity in the learning environment.</p>	<ul style="list-style-type: none"> • Levels of support required; identification of needs; support mechanisms and resources • Enhancement of skills and knowledge; enhancement of career opportunities and prospects, accessibility • Learning preferences in relation to place and time of learning. • Preferred approaches to learning and support mechanisms in place; approaches to differentiation; inclusion; review; monitoring

<p>4. Understand the roles and responsibilities of the education and training practitioner.</p>	<p>4.1 Describe own roles and responsibilities in relation to education and training. 4.2 Compare and contrast the support mechanisms available to meet the potential needs of learners. 4.3 Explain the practitioner’s role in the quality improvement of education and training.</p>	<ul style="list-style-type: none"> • Roles: teacher, trainer, tutor, assessor, internal quality assurer, mentor • Responsibilities: support, facilitation of learning, identification of learning needs and styles, • Liaison with other practitioners, ensuring currency and validity of knowledge and practice, • Design and production of learning and support materials, • Monitoring of learner progress, assessment, moderation; opportunities for progression.
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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	Type of assessment	Word count (approx. length)
All 1 to 4	All ACs under LO1 to LO4	Portfolio of evidence	3000 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:

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

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

Design Education and Training Provision

Unit Reference Number	A/650/3913
Unit Title	Design Education and Training Provision
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of how to prepare provision to support education and training. The unit covers preparing and producing resources 'from scratch' as well as adapting existing resources to meet the needs of learners. The preparation of the learning environment, learning materials, resources and equipment used to support learning are also explored. Examples of resources can include IT-based learning, handouts and workbooks.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the principles of education and training provision.	1.1 Explain the purpose of education and training provision. 1.2 Explain the importance of learner feedback when developing education and training provision. 1.3 Describe how to manage risks when developing education and training provision. 1.4 Compare and contrast methodologies used to monitor and evaluate education and training provision.	<ul style="list-style-type: none"> • Purpose of the learning and development provision eg. improving quality, enhance growth, social, political, and economic context of education and training; Organisational policies; quality assurance and improvement arrangements; risk assessment and management; Ideologies, theories, models and instances of curriculum development, design and evaluation. • The importance of learner involvement when

		<p>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.</p> <ul style="list-style-type: none"> • 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-based assessors, employer, self-reflection), role of monitoring and evaluating in developing learning and development programmes, strengths and limitations of methodologies.
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<p>2. Be able to develop education and training programmes.</p>	<p>2.1 Explain the importance of setting learning outcomes and objectives for an education and training programme.</p> <p>2.2 Develop a plan for an education and training programme.</p> <p>2.3 Plan the assessment approaches to meet the learning outcomes of the programme following the necessary guidelines.</p> <p>2.4 Produce resources to support education and training programmes.</p>	<ul style="list-style-type: none"> • Specific statements that describe the knowledge or skills learners should acquire by the end of a particular training programme • Development of a coherent curriculum • Provide structures from which courses and programs can be evaluated and can assist in program and curricular design • Identify gaps or overlap in program offerings, and clarify instructional, programmatic, and institutional priorities • Aims eg. achieve competency and desired knowledge, show a demonstration of skills, acquire in depth knowledge of a specialised topic • Developing learning objectives to match needs ie: legal policy and practice requirements – (e.g. health and safety, equality, data protection) organisational policy and practice, awarding organisation, regulatory and funding body requirements • Written, verbal and non-verbal communication, negotiation skills, target setting • SMART targets (Specific, Measurable, Achievable, Realistic and Time-Based) • Creating an individual development plan • Assess educational and training development needs: <ul style="list-style-type: none"> ○ define aim and objective ○ design ○ principles ○ development ○ implementation ○ evaluate
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		<ul style="list-style-type: none"> • Different methods of delivery (e.g. one to one, paired work, small group teaching, whole group teaching, • 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 meet special requirements, validity, reliability, safety, fairness of assessment. • 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. • 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
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		<p>learners, developing and adapting resources.</p> <ul style="list-style-type: none"> • 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>3. Be able to review learning and development provision.</p>	<p>3.1 Evaluate the achievement of the learning outcomes of an education and training programme.</p> <p>3.2 Appraise the delivery of an education and training programme.</p> <p>3.3 Identify areas for improvement for education and training provisions.</p> <p>3.4 Make improvements to education and training provision.</p>	<ul style="list-style-type: none"> • Facilitating feedback; observation; monitoring of outcomes; evaluation • Inclusion of feedback into review cycle • Identification of future goals and objectives resulting from learning activities • Adapting language, adapting methodologies, recognising and addressing barriers, engaging others in own communication. • Appraise the delivery of the learning and development programme: 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: • 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, collaborating with

		<p>stakeholders.</p> <ul style="list-style-type: none"> 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).
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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	Type of assessment	Word count (approx. length)
All 1 to 3	All ACs under LO1 to LO3	Portfolio of evidence	3000 words

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

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.

Engage Learners in Education and Training

Unit Reference Number	A/617/4985
Unit Title	Engage Learners in Education and Training
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop knowledge and skills to enable learners to become engaged and involved in their own education and training. You will also develop an understanding of mentoring and learn how to assist learners in reviewing their progress.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the purpose of engaging learners in education and training.	1.1 Explain the principles of learner engagement in the education and training process. 1.2 Compare and contrast the approaches used to engage learners in education and training. 1.3 Describe the advice and guidance needed by learners in preparation for education and training. 1.4 Explain learner motivation for education and training. 1.5 Describe ways to overcome barriers to	<ul style="list-style-type: none"> • Activities at a correct level of difficulty, motivating, interesting/stretching to the learner; providing opportunities for stretch and challenge; • Practice a skill • Enhancing understanding / contextualising learning preparing learning plans to personalise the learning; to facilitate engagement • Time management; learner involvement; positive reinforcement • Learning environments to support self-esteem and respect of the individual learner

	education and training encountered by learners.	<ul style="list-style-type: none"> • Collaboration, evaluation and appraisal of needs and interests; redesign; new learning activities; relevant professional development activities; focus on learner engagement; disseminate good practice.
2. Be able to engage the learner in their education and training.	<p>2.1 Assist learners to take responsibility for their own education and training.</p> <p>2.2 Provide learners with information and advice necessary to engage in education and training that meets their needs.</p>	<ul style="list-style-type: none"> • Tutorial planning, theories and principles of assessment; evolution and development of inclusive learning • Technologies to facilitate learning • Models of communication; application of theories and models of behaviour management to teaching and learning; giving feedback to learners; applying theoretical concepts to own teaching practice.
3. Be able to support learners in reviewing their education and training progress.	<p>3.1 Establish opportunities for learners to review their progress.</p> <p>3.2 Provide learners with constructive feedback on their education and training</p> <p>3.3 Support learners to utilise feedback from peer and self-assessment.</p> <p>3.4 Assist learners to adapt plans to reflect future education and training needs.</p>	<ul style="list-style-type: none"> • Identify learning needs, plan and design learning, deliver learning, evaluate learning outcomes, research and analyse needs on an ongoing basis. • Use of learning needs analysis, training needs analysis, questionnaire, feedback, monitoring, programme review and improvement, employer contact.
4. Understand the role of mentoring in facilitating education and training.	<p>4.1 Describe the role and characteristics of a mentor.</p> <p>4.2 Explain the role of mentoring in engaging and motivating learners.</p>	<ul style="list-style-type: none"> • Supporting learning; building confidence; engaging and motivating; facilitating skill and knowledge development; agreeing and achievement of goals; Source of guidance; Use of listening skills, observation • Application of knowledge.

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	Type of assessment	Word count (approx. length)
All 1 to 4	All ACs under LO1 to LO4	Portfolio of evidence	3000 words

Indicative Reading List

Beadle, P. (2010). *How to teach*. Crown House, Wales

Ekins, A. Grimes, P. (2009). *Inclusion: developing an effective whole school approach*. OUP

Hook, P. and Vass, A. (2004). *Behaviour Management Pocketbook*. Teachers Pocketbooks, Hampshire

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

Rix, J., Nind, M., Sheehy K. and Simmons, K. (2010). *Equality, Participation and Inclusion: 1, Diverse Perspectives*. Open University

Rogers, B. (2006). *Cracking the Hard Class*. Sage, London

Vizard, P. (2007). *How to manage Behaviour in Further Education*. Sage, London

Wallace, S. (2007). *Getting the Buggers Motivated in FE*. Continuum

Wright, A-M., Colquhoun, S. and Speare, J. (2007). *FE Lecturer's guide to Diversity and Inclusion*. Continuum

Plan, Allocate and Monitor Work in Own Area of Responsibility

Unit Reference Number	F/617/4986
Unit Title	Plan, Allocate and Monitor Work in Own Area of Responsibility
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding and ability in relation to the planning, allocation and monitoring of work in their own area of responsibility, making any necessary changes to work plans.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Be able to prepare a work plan for own area of responsibility.	1.1 Explain the aspects to be included when preparing a work plan. 1.2 Identify the skills base and the resources available for inclusion in the work plan. 1.3 Prepare a work plan for own area of responsibility.	<ul style="list-style-type: none"> • Area of work, eg organisation policies, procedures, management structure, regulations, awarding organisations, occupational/vocational standards • Legal requirements, eg health and safety, equality and diversity, data protection; skills, knowledge and understanding requirements, eg individual or team working, timescales, resource requirements, funding, required outcomes, monitoring of process and product. • Number and range of staff, eg individual or team working, vocational/occupational competence,

		<p>currency of qualifications, experience, expertise, skills, knowledge and understanding, competence, roles and responsibilities, flexibility and adaptability.</p> <ul style="list-style-type: none"> • Resources, eg administrative support, tools and equipment, location, materials, paper based or documentation, technology, eg hardware, software. • Learner-centred opportunities for individualised/blended learning; differentiation; resource availability; access to resources • Self-directed study; integrated assessment opportunities; inclusion; adaptations; embedding of core skills. • Planning specific outcomes, eg assessment programme, team targets, SMART targets, identification of staff most in need of support/guidance; shared responsibilities, eg use of staff with specific skills or expertise, team working, delegation. • Monitoring, eg organisation of programme information, assessment and evaluation pro forma, timetabling.
<p>2. Be able to allocate and agree responsibilities with team members.</p>	<p>2.1 Identify team members' responsibilities for identified work activities. 2.2 Agree responsibilities and objectives with team members.</p>	<ul style="list-style-type: none"> • Responsibilities: working in teams, eg models of team working eg Belbin, Tuckman, working with others, communication, individual roles and responsibilities, experience and expertise, individual targets, negotiating responsibilities, sharing best practice, individual skills, knowledge and understanding, peer support, work shadowing, mentoring, use of expertise in technology. • Responsibilities and SMART objectives: managing teams, eg meeting outcomes and objectives, achieved within time constraints;

		<p>credible and compatible with work plan and required outcomes, eg adhering to organisation, industry, awarding body and government requirements and standards; negotiated discussion, focus on positive outcomes, identifies opportunities for progression, setting realistic goals/targets; offering advice/recommendations, eg new initiatives, alternative approaches to assessment or internal quality assurance processes, updating currency of regulations, recommending improvements to existing procedures, opportunities for professional development..</p>
<p>3. Be able to monitor the progress of work in own area of responsibility.</p>	<p>3.1 Identify ways to monitor progress and quality of work. 3.2 Monitor and evaluate progress against agreed standards. 3.3 Provide feedback to team members following evaluation.</p>	<ul style="list-style-type: none"> • Formal ways of monitoring, eg periodic, regular or annual appraisal, staff reviews, regular feedback schedules, individual or team responsible for quality assurance and improvement, monitoring outcomes, quality checks, observation of practice, report; informal ways eg one-to-one feedback, discussion, self-assessment. • Approaches to monitoring, eg regular reviewing of outcomes, interview, discussion, observation of practice, performance evidence, tracking documentation review, staff or witness statements; standardisation across range of assessors, use of quality assurance teams, collection of evidence. • Feedback, eg supportive feedback, recommendations, identifying problems and areas of good practice, views of staff on measures to enhance provision for action planning.
<p>4. Be able to review and revise plans of work for own area of</p>	<p>4.1 Review and amend work plan following evaluation and feedback.</p>	<ul style="list-style-type: none"> • Reviewing, eg feedback from others, observation of practice, training needs analysis,

responsibility.	4.2 Communicate work plan changes to team members.	<p>outcomes of team meetings and reviews, quality reviews, learner and employers evaluations, self-appraisal against targets, report, management review.</p> <ul style="list-style-type: none"> • Amend work plan, eg objectives, targets, priorities, roles and responsibilities, use of technology, sharing good practice, work shadowing; adapting to changing demands, flagging system for priority areas. • Regulations, policies and procedures • occupational standards relating to changes , eg national , awarding organisation changes, employer needs, rationale for changes . • Communication with teams meeting one to one , tea , eg justifying need for change through m meetings, cross organisation, electronic, during performance review, external, internal quality assurance feedback, negotiation
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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	Type of assessment	Word count (approx. length)
All 1 to 4	All ACs under LO1 to LO4	Work Plan Development Project	3000 words

Indicative Reading List

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.

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

Evaluate Education and Training Provision

Unit Reference Number	J/617/4987
Unit Title	Evaluate Education and Training Provision
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of how to evaluate and improve the quality of education and training for which they are responsible, on an ongoing basis.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand contexts for the improvement of education and training provision.	1.1 Describe the principles and processes of quality improvement in education and training provision. 1.2 Explain current legislative and organisational quality improvement requirements for education and training provision. 1.3 Explain industry-recognised standards for education and training provision. 1.4 Compare and contrast methods used to evaluate education and training provision. 1.5 Explain the value of learner involvement in evaluating and improving provision.	<ul style="list-style-type: none"> • Cultural diversity; cultural values • Individual behaviour; group behaviour • Legislative and organisational quality improvement requirements in own country; involvement of employers, funders, learners, colleagues, inspectors. • Selection processes; managing learner cohesion; achieving goals within timescales; assessment requirements; awarding organisation training; updating curriculum requirements; updating technical knowledge and expertise.

<p>2. Understand the evaluation of education and training provision.</p>	<p>2.1 Describe the remit of evaluation for own area of education and training provision. 2.2 Identify performance indicators that apply to own area of education and training provision. 2.3 Compare and contrast information and other evidence requirements used to evaluate education and training provision.</p>	<ul style="list-style-type: none"> • Fit-for-purpose; efficient; effective; current; consistent; time management • Meeting goals; content coverage; skills opportunities • Industry and sector specific requirements, professional or occupational standards, government, regulatory bodies; Sector Skills Councils, trade organisations, professional bodies; supporting change; technological and practice change, continuing professional development (CPD), recruitment and retention of staff
<p>3. Be able to evaluate education and training in accordance with organisational requirements.</p>	<p>3.1 Evaluate evidence of education and training against organisational requirements. 3.2 Explain how to follow organisational procedures for recording and reporting evaluation outcomes. 3.3 Review own and others' contribution to the evaluation of education and training. 3.4 Recommend quality improvements for education and training.</p>	<ul style="list-style-type: none"> • Organisational policy and procedures; scope of approach aims and objectives; level of evaluation required; cost/benefit consideration; clearly identified purpose • Colleagues, learners and stakeholders' contributions; decision making processes; giving and receiving feedback; team-based decision making; participative decision making ; group-thinking; currency, consistency and validity of delivery; improved productivity; quality assurance; learner satisfaction; reduction in skill gaps • Behavioural change, improved work climate and culture; investment
<p>4. Be able to improve training and education to ensure they meet relevant requirements.</p>	<p>4.1 Prioritise and plan improvements to provision based on evaluation feedback. 4.2 Identify ways to monitor improvements to education and training on an ongoing basis.</p>	<ul style="list-style-type: none"> • Identify modification of future delivery; measure impact of change; flexible approaches to improve access to programme; improvements through application of training and development policies; 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; opportunities for staff development; identifying workforce development needs; working with stakeholders.
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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	Type of assessment	Word count (approx. length)
All 1 to 4	All ACs under LO1 to LO4	Portfolio of evidence	3000 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 post-compulsory 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. (2009). *Teaching Today: A Practical Guide. Fourth 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

Professional Development and Reflection in Education and Training

Unit Reference Number	D/650/3914
Unit Title	Professional Development and Reflection in Education and Training
Unit Level	4
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass / Fail

Unit Aims

The purpose of this unit is to educate practitioners about the importance of reflecting on their current practice, identifying their own needs for learning and development, developing a personal development plan that includes measurable objectives, and participating in continuing professional development.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcome – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the principles of professional development.	1.1 Explain what is meant by professional development. 1.2 Explain ways of overcoming barriers to professional development. 1.3 Identify sources available for professional development.	<ul style="list-style-type: none"> • Definition of professional development, give professionals the opportunity to learn and apply new knowledge and skills that can help them in their job and further their career. Professional development is all about building your skill set and knowledge base for your field. • Factors when considering professional development: allocation of budget, time, career goals, time off, supporting others: open discussion, observation of colleagues, share good practice

		<ul style="list-style-type: none"> • Potential barriers: own attitudes, access to training, time, lack of resources, costs, different learning styles. • 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, professional bodies, professional networks, trade associations, organisation's employee development department, training organisations, internet • Factors when considering professional development: allocation of budget, time, career goals, time off. Supporting others: open discussion, observation of colleagues, share good practice
<p>2. Understand how to reflect on own performance as an education and training practitioner.</p>	<p>2.1 Explain why education and training practitioners must engage in reflective practice and continuing professional development.</p> <p>2.2 Describe how to use reflective practice to improve performance.</p> <p>2.3 Describe own skills, knowledge and practice as an education and training practitioner.</p> <p>2.4 Assess the extent to which own practice is inclusive and promotes equality and diversity.</p> <p>2.5 Explain where own skills, knowledge and practice need further development.</p>	<ul style="list-style-type: none"> • Reflective practice enables a worker to learn from what happened to develop and improve their future practice. Reflective practice enables us to achieve a better awareness of ourselves, our knowledge and understanding, our skills and competencies, and workplace practices in general. • Ways theories and models of reflection and evaluation can be applied: Nature of reflective practice, different opportunities to engage in reflective practice (e.g. reflective journal, reviewing own actions actively, seeking feedback from a range of suitable sources, engaging with a mentor, Schön (reflection in action/reflection on action)), different models to frame reflective practice (e.g. Gibbs, Atkins and Murphy, Rolfe, Johns), strengths and limitations of different opportunities, strengths and limitations of different models

		<ul style="list-style-type: none"> • Continuing professional development, or CPD, is the ongoing process of developing, maintaining and documenting your professional skills. • Theories and approaches: e.g. Kolb-experiential learning; Schön-reflection in action and reflection on action; Gibbs-reflective cycle; reflecting in and-on-action; plan-Do-Review; SMART objectives (specific, measurable, achievable, realistic, time-related); SWOT analysis (strengths, weaknesses, opportunities, threats) • Models of reflection • Use of online blogs/journals to support reflective practice • Auditing own learning needs in relation to initial professional development • Roles and Responsibilities of participants, tutors and mentors • Study skills • Identifying the characteristics of effective learning and teaching • Developing skills of evaluation, reflection and critical thinking through enquiry-based methodologies • Principles and processes underpinning peer observation and the reflective process • Collaborative learning and its relationship to the enhancement of quality
<p>3. Be able to develop own practice as an education and training practitioner.</p>	<p>3.1 Prioritise areas for own development as a practitioner. 3.2 Identify opportunities for further training and personal development. 3.3 Create a personal development plan with measurable objectives. 3.4 Apply new knowledge and skills to improve practice. 3.5 Review outcomes of development activities on own practice.</p>	<ul style="list-style-type: none"> • Current performance requirements relevant to own practice, including role descriptors, standards, benchmarks, codes of practice, and values and principles relevant to own practice • Reflective practice skills: own role, responsibilities and limitations; 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.

		<ul style="list-style-type: none"> • Sources of feedback on practice; own practice in promoting diversity, equality and inclusion; adapt and improve own practice in response to taking part in reflection • Development Plan: <ul style="list-style-type: none"> ○ identified learning needs ○ how those needs may be met ○ any resource implications ○ milestones ○ dates for review and completion ○ SMART (specific, measurable, attainable, relevant and time-bound) goals • Factors when considering professional development: allocation of budget, time, career goals, time off. Supporting others: open up discussion, observation of colleagues, share good practice. • Requirements and responsibilities associated with own role; sources and methods of relevant continuous and professional development to facilitate own learning • Application of reflective practice: how and where to seek information about current best practice • Reflective Action Plan for own improvement; gather and record information of own actions, development plans and progress in order to engage in continuing professional development (CPD) • Observations, shadowing, mentoring and critical friend model to improve own practice; training and upskilling; seeking a critique of skills, knowledge and practical competence from peers and managers to improve own practice; sharing good practice with others can help to develop own practice
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		<ul style="list-style-type: none"> • Methods, systems and processes for sharing evaluation information and suggesting improvements • Inform relevant individuals and use appropriate systems to report and address factors that impact negatively on own 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	Type of assessment	Word count (approx. length)
All 1 to 3	All ACs under LO1 to LO3	Portfolio of evidence	3000 words

Indicative Reading List

Barrett, R. (2013). *The Values-Driven Organisation: Unleashing Human Potential for Performance and Profit*. Abingdon: Routledge.

Hillier, Y. (2015). *Reflective Teaching in Further and Adult Education*. London: Continuum.

Moon, J. (2000). *Reflection in Learning and Professional Development*. London: Kogan Page.

Petty, G. (2009). *Evidence Based Teaching: A Practical Approach*. Cheltenham: Nelson Thornes

Roffey-Barentsen, J & Malthouse, R. (2009). *Reflective Practice in the Lifelong Learning Sector*. Exeter: Learning Matters.

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.