OTHM LEVEL 5 DIPLOMA IN EDUCATION AND TRAINING MANAGEMENT

Qualification Number: 610/1419/9

Specification | August 2022

TABLE OF CONTENTS

QUALIFICATION OBJECTIVES

The objective of the OTHM Level 5 Diploma in Education and Training Management qualification is intended to develop learners' understanding of policy, management theory and practice in education.

The qualification provides learners with knowledge that underpins the ability to work as an effective administrator or manager in the education sector. The Level 5 units will develop and enhance knowledge and skills in the areas of leading change, effective performance, lifelong learning, resource management, planning and accountability, reflective practice, professional development and team leadership.

Please note that the OTHM Level 5 Diploma in Education and Training Management qualification does not enable learners to apply for QTLS or become a recognised qualified teacher, but the qualification does provide the knowledge and skills for learners to work in a variety of roles within education administration and/or management.

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 5 Diploma in Education and Training Management
Ofqual Qualification Number	610/1419/9
Regulation Start Date	30/08/2022
Operational Start Date	30/08/2022
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 5 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Foundation Degrees, Higher National Diplomas (HND) and Year 2 of a three-year UK Bachelor's degree.

QUALIFICATION STRUCTURE

The OTHM Level 5 Diploma in Education and Training Management qualification consists of 6 mandatory units for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 600 Guided Learning Hours (GLH) for the completed qualification.

All units are mandatory.

Unit Ref. No.	Unit Title	Level	Credit	GLH	TQT
R/650/3948	Applied Theories and Principles of Education and Training	5	20	100	200
J/650/3917	Lifelong Learning - Key Concepts	5	20	100	200
D/617/4994	Resource Management in Education	5	20	100	200
F/650/3915	Develop and Evaluate Operational Plans for Own Area of Responsibility	5	20	100	200
K/617/4996	Provide Leadership and Direction for Own Area of Responsibility	5	20	100	200
H/650/3916	Reflective Practice and Professional Development	5	20	100	200

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably 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 student working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to al 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 4 Diploma qualification or equivalent recognised 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 5 Diploma in Education and Training Management provides learners with the opportunity to progress directly into a variety of roles within education administration and/or management or continue their study including progression to other relevant OTHM Level 6 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 3 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 5 Diploma qualifications.

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 the 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. Leaners 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 5 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 5 UNIT SPECIFICATIONS

Applied Theories and Principles of Education and Training

Unit Reference Number	R/650/3948
Unit Title	Applied Theories and Principles of Education and Training
Unit Level	5
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

In this unit, learners will gain a deeper understanding of the theories and principles of learning and assessment, behaviour management, and learning and communication that underpin the practical skills necessary to work in education and training.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand theories and principles of learning and assessment when planning education and training.	1.1 Evaluate the use of diagnostic assessments to identify learners' individual goals and preferences. 1.2 Describe how to devise a scheme of work incorporating the needs of learners and internal and external requirements. 1.3 Describe how to design education and training plans that incorporates the goals and needs of learners. 1.4 Analyse how to enable learners and others to provide feedback to inform inclusive practice. 1.5 Evaluate how planning inclusive teaching and learning considers learning, communication and	• Learner needs, inclusive, diversity in range of styles and approaches, defined goals, building understanding, developing skills • Individual needs, learner-centred, opportunities for individualised and blended learning, self-directed study, integrated assessment opportunities, minimum core embedding. • Internal and external requirements, timetabling, resources, IQA, EQA, vocational or professional standards, funding mechanisms, moderation and standardisation requirements, national inspection requirements.

	assessment theories and principles.	
2. Understand theories of behaviour management in an education and training environment.	2.1 Analyse theories of behaviour management. 2.2 Describe how to ensure a safe and inclusive learning environment. 2.3 Evaluate how own practice takes account of theories of behaviour management.	• Management through motivation, Maslow's Theory of Basic Needs, Herzberg's Motivational Theory. • Environment: location, layout, lighting, ventilation, risk assessment, appropriately maintained, equipment checks, appropriately experienced and qualified staff • Positive use of authority, action against discrimination, actively engaging, structured and purposeful.
3. Understand how to apply theories and principles of learning and communication to education and training.	3.1 Explain how to design resources that promote equality and value diversity. 3.2 Analyse the need for flexibility and adaptability in the use of inclusive education and training approaches and resources. 3.3 Explain how to communicate with learners and others to meet learning needs and encourage progression. 3.4 Evaluate how delivery of inclusive teaching and learning incorporates theories and principles of learning and communication.	• The design of initial, diagnostic, formative and summative assessments. • Equality and diversity, fitness-for-purpose, supplementing auditory with visual and hands-on, varied range of materials or tools for practical activities, varying style of presentation slides, meeting specific needs. • Knowledge of preferred methods of communication; clarifying; ;conveying key information; reflection; review • Application of pedagogies to meet learning neds; understanding of learning styles
4. Be able to apply theories and principles of assessment to assessing learning in education and training.	4.1 Design initial, diagnostic, formative and summative assessments that meet the individual needs of learners. 4.2 Demonstrate flexibility in using assessments to meet individual learning needs and assessment requirements. 4.3 Use assessment data to monitor learners' achievements and progress. 4.4 Share assessment information with colleagues involved in learner achievement.	• Informal, opportunities for self-and peer assessment, link between learning and assessment, engaging learners, developing learner assessment skills, individual needs, provide current and suitable guidance • Opportunities to practise or repeat assessment, study in preparation for assessment, additional support if required. • Formal, holistic, use of naturally occurring evidence, measure of knowledge, gauge skills

	4.5 Explain how assessment practice has incorporated theories and principles of assessment.	level, demonstrating understanding, standardised against assessment or performance criteria, set goals. • Reporting and recording outcomes, completion of units, examination results, summative statement or reporting, action plan, sharing paper-based tracking and logging, reporting on group or individual progress.

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

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.

Lifelong Learning – Key Concepts

Unit Reference Number	J/650/3917
Unit Title	Lifelong Learning - Key Concepts
Unit Level	5
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 the key concepts relating to lifelong learning, exploring key principles and issues involved in delivering this important component of education.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the principles of lifelong learning in education.	1.1 Define lifelong learning. 1.2 Evaluate the value of lifelong learning to individuals. 1.3 Analyse the factors that influence lifelong learning delivery.	• Principles of lifelong learning: learner centric; recognising the value of learning; personal growth • Experiential learning; concepts of specialist knowledge; kinaesthetic principles; multisensory models; taxonomy of learning; mastery learning; scaffolded learning • Actively engaging in the learning process; shared outcomes; personal gain; skill and knowledge acquisition
2. Understand issues relating to the promotion of lifelong learning.	2.1 Assess barriers to the implementation of lifelong learning. 2.2 Examine methods of addressing implementation	• The promotion of lifelong learning: resourcing; setting vision and mission targets; management analysis; meeting diverse learner needs; adapting

	barriers. 2.3 Analyse ways in which lifelong learning can be facilitated.	language; recognising and addressing barriers; • Engaging learners in own learning; agreement and ownership of targets for learning.
3. Understand leadership and management roles in promoting lifelong learning.	3.1 Analyse the responsibilities of leaders and managers in the facilitation of lifelong learning. 3.2 Evaluate methods used to promote lifelong learning. 3.3 Evaluate the importance of planning in educational organisations. 3.4 Analyse the political/government influences on lifelong learning.	• Roles in promoting lifelong learning: resource allocation and monitoring; implementation of organisation policies and procedures; preparation and management of learning • Supporting learning; assessment and record keeping; working with others; developing own and others practice. Political and government influences i.e. funding; skill deficits; economic growth
4. Be able to manage lifelong learning.	4.1 Identify the target markets for lifelong learning in an educational organisation. 4.2 Apply a lifelong learning delivery model to promote lifelong learning in the organisation. 4.3 Assess the implementation model for effectiveness. 4.4 Propose recommendations for changes to the model.	• Lead and manage lifelong learning: skills; competence; knowledge; confidence; experience; time; resources; empathy; other commitments • Planning and leading inclusive learning; understanding motivation; creation of learner-centred process; progression opportunities • Identifying and addressing knowledge or skills gaps; liaison with inspectors/awarding organisation/funding bodies.

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). (2014). *Teaching in Lifelong Learning: A Guide to Theory and Practice.* Open University Press: London.

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

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

Gravells A and Simpson S. (2010). *Planning and Enabling Learning in the Lifelong Learning Sector.* Learning Matters: Exeter.

Powell S and Tummons J. (2011). *Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS).* Learning Matters: Exeter.

Resource Management in Education

Unit Reference Number	D/617/4994
Unit Title	Resource Management in Education
Unit Level	5
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 resource planning and procedures. Learners will gain knowledge to underpin management decisions in relation to the allocation and use of human and financial resources, and how to apply resource management concepts in educational organisations.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the role of human resource management in educational organisations.	1.1 Describe the nature and importance of human resource management in educational organisations. 1.2 Analyse influences on human resource management in educational organisations. 1.3 Explain how human resource management is related to other functional areas in educational organisations.	• Defining the role of human resource management in education: identification of fulltime and part-time role requirements; creation of job description and person specification; advertising; career progression opportunities; training and development needs • Adhering to relevant and current legislation; shortlisting applicants; models of selection e.g. interview, audition, psychometric assessment, assessed task; • Involvement of stakeholders e.g. members of team, service users, external stakeholders.

2. Be able to carry out human resource planning in an educational organisation.	2.1 Analyse the business factors that should be considered in human resource planning. 2.2 Determine human resource requirements in an educational context. 2.3 Develop a human resource plan for an educational organisation.	• Resource planning e.g. observation, appraisal, periodic review, achievement of successful outcomes, use of targets, benchmarks, feedback from others; identifying individual needs • Monitoring performance, career development planning, changing personal circumstances; continuous professional development; competence; training versus education; partnerships; compliance with external requirements • Dedicated allocation of resources; use of external kite marks e.g. Investors in People; implementing a staff development training plan.
3. Understand tools and techniques for cost accounting in educational organisations.	3.1 Analyse the concepts, features and importance of costs and accounting in making decisions in educational organisations. 3.2 Apply tools of costing design and costing systems to an educational organisation. 3.3 Recommend improvements to the costing and pricing systems of an educational organisation.	• Cost accounting in educational organisations: purposes and use of different costing methods; calculations for different costing methods e.g.: marginal costing, absorption (Total) costing, job costing, batch costing, process costing. • Use of break-even to determine number of units sold to avoid losses; to determine relationship between costs, revenues and profits at different levels of output; calculation to identify variable and foxed costs, identify selling price, use of formula to calculate break-even.
4. Be able to conduct budgetary processes for an educational organisation.	4.1 Evaluate budgetary targets for an educational organisation. 4.2 Develop a master budget for an educational setting. 4.3 Evaluate budgetary processes used in an educational organisation.	• Purpose of budgeting: forecast of income and expenditure; tool for monitoring business performance; tool for decision-making. • Preparation of different types of budget: Sales, Production, Purchases, Trade Receivables (debtors), Trade Payables (creditors), Cash (cash flow forecast), Master Budget analysis: Interpretation of budget results including the interpretation of favourable and adverse variances.

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

Atrill P & McLaney E. (2018). *Accounting & Finance for Non-speciali*sts 11th Edition. Financial Times/Prentice Hall.

Drury, JC. (2017) *Management and Cost Accounting;* 10th edition, Chapman and Hall.

Fabozzi, F. (2010) *The Basics of Finance: An Introduction to Financial Markets, Business Finance, and Portfolio Management*. Wiley: London.

Graham, M. (2013) *Accounting for Non-accountants: A Manual for Managers and Students. 9thEdition*. Kogan Page: 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.

Develop and Evaluate Operational Plans for Own Area of Responsibility

Unit Reference Number	F/650/3915
Unit Title	Develop and Evaluate Operational Plans for Own Area of Responsibility
Unit Level	5
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

This unit helps learners develop, implement, monitor and review operational plans for their own area of responsibility. The 'area of responsibility' may be, for example, a department or functional area within an organisation.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Be able to prepare operational plans for own area of responsibility.	1.1 Describe the aspects to be included when preparing an operational plan. 1.2 Identify the skills base and the resources available for inclusion in the operational plan. 1.3 Produce an operational plan for own area of responsibility. 1.4 Assess risks associated with operational plans and include contingency arrangements.	• Operational Plans: planning, risk management, delegating, networking, involving others, innovating, consulting, communicating, influencing and persuading, monitoring, evaluating, setting objectives, building consensus • The nature of leadership and management; analysing industry and competition; shift from operational to strategic management; theories of strategic leadership and management strategies for cost advantage and differentiation advantage • Strategy in times of change; resources, capabilities and competitive advantage; alliances; diversification; internationalisation; strategy implementation.

		• Learner-centred, opportunities for individualised/blended learning, differentiation, self-directed study, integrated assessment opportunities, embedding of core.

2. Be able to allocate and agree responsibilities with team members.	2.1 Identify team members' responsibilities for identified work activities.
	2.2 Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Timebound) objectives for the operational plan with team members.
		• Team dynamics, hierarchies, group size, control, shared ownership, Tuckman's group formation, Belbin's team roles
		• Sharing of expertise, community of practice cohesion.
		• SMART goals are:
		  ○ **S**pecific: Well defined, clear, and unambiguous
		  ○ **M**easurable: With specific criteria that measure your progress toward the accomplishment of the goal
		  ○ **A**chievable: Attainable and not impossible to achieve
		  ○ **R**ealistic: Within reach, realistic, and relevant to your life purpose
		  ○ **T**imely: With a clearly defined timeline, including a starting date and a target date. The purpose is to create urgency.

3. Be able to monitor the progress of work in own area of responsibility.	3.1 Agree with the team 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. 3.4 Enable communities of practice to encourage continuous improvement.	• Prioritise work objectives. short- and long-term goals, objectives, dates for achievement, how objectives will be achieved, support required, evidence of outcomes, evidence that objectives have been met. • The nature of strategic management; analysing industry and competition; shift from operational to strategic management; theories of strategic leadership strategies for cost advantage and differentiation advantage; strategy in times of change; resources • Capabilities and competitive advantage; alliances; diversification; internationalisation; strategy implementation; and clinical governance.
4. Be able to revise operational plans for own area of	4.1 Review and amend operational plan following evaluation and feedback.	• Adapting language, adapting methodologies, recognising and addressing barriers, engaging

| responsibility. | 4.2 Communicate operational plan changes to team members. | learners in own communication. |

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

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.

Provide Leadership and Direction for Own Area of Responsibility

Unit Reference Number	K/617/4996
Unit Title	Provide Leadership and Direction for Own Area of Responsibility
Unit Level	5
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 what contributes to successful leadership in educational contexts, exploring influences on leadership direction.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the role of leadership in education.	1.1 Explain the influence of management and leadership styles on educational practice. 1.2 Justify the contribution of leadership to education provision. 1.3 Analyse how leadership can be adapted to different situations.	• The role and contribution of leadership in education: quality improvement, evidence, guidelines and policy; building expertise; specialist staff; physical and human resources; identification of relevant sponsorship, grants, opportunities, partnerships. • Adapting: flexibility; agile response to role; knowledge of necessary changes; change management skills.
2. Understand factors impacting on educational leadership practice.	2.1 Analyse the impact of legislation and government policies on educational leadership practice. 2.2 Examine the impact of organisational values and ethics on educational leadership practice.	• Issues affecting educational leadership practice: meeting targets; recruiting and retaining qualified and experienced staff; monitoring application of policies and procedures; reporting requirements; awarding organisation requirements; being accountable and

	2.3 Evaluate methods of improving leadership practice. 2.4 Explain the value of leading innovation in educational organisations. 2.5 Describe the impact of awarding organisations values and ethics on leadership.	responsive to stakeholders; • Building reputations; integration and inclusion; building links with industry/sectors; ongoing staff development for professional or vocational updating; management of assessment and quality assurance procedures Observation of teaching and assessment; health and safety requirements; promoting diversity and equality of opportunity.
3. Be able to assess leadership requirements in an educational organisation.	3.1 Explain the organisation's structure, functional areas and managerial roles. 3.2 Review leadership requirements in an educational organisation. 3.3 Create a leadership strategy to support organisational objectives.	• Assessing leadership requirements in an educational organisation: expectations; personal and professional updating; evaluation of currency of practice; working with others • Identifying areas for improvement; implementation of new and developing technologies; sharing of best practice; staff mentoring; reacting to concerns, issues • Implementing and managing change; currency of knowledge and competency; knowledge of market.
4. Be able to assess own leadership capabilities and performance in an educational setting.	4.1 Assess own ability to apply different leadership styles in a range of situations. 4.2 Evaluate own ability to motivate others and build commitment to the organisation's values and goals. 4.3 Plan priorities for future practice to develop new capabilities and enhance existing ones.	• Leadership capabilities and performance in an educational setting: change management skills; strategic planning; budgeting and forecasting; entrepreneurial skills and abilities; data collection; analysis; mentoring; establish and sustain a safe, inclusive learning environment; flexibility; adaptability. • Priorities: to include organisational; own; colleagues; the team; learners

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

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

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

Oakland J. (1994). *Total Quality Management.* Butterworth: London.

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

Reflective Practice and Professional Development

Unit Reference Number	H/650/3916
Unit Title	Reflective Practice and Professional Development
Unit Level	5
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 the importance for a practitioner in education and training to reflect on and improve their practice to ensure currency and validity is maintained at all times.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand approaches to reflective practice and continuing professional development.	1.1 Discuss theories of reflective practice. 1.2 Evaluate why practitioners must engage in reflective practice and continuing professional development.	• Theories and approaches: Plan-Do-Review; SMART (specific, measurable, achievable, realistic, time-related) targets; SWOT (strengths, weaknesses, opportunities, threats) analysis. • 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. • Definition of professional development, continuous process. Potential barriers: own attitudes, access

		to training, time, lack of resources, costs, different learning styles.
2. Be able to reflect on own education and training practice.	2.1 Identify current performance requirements relevant to own practice. 2.2 Identify trends and developments relevant to own skills, knowledge and practice. 2.3 Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning. 2.4 Reflect on practice using a previously discussed model to determine development needs. 2.5 Create a development plan with outcomes of reflection.	• 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. • Trends/ Development eg. new policies, regulations, laws, use of Internet, IT advances, social media • Factors when considering professional development: allocation of budget, time, career goals, time off. Supporting others: open discussion, observation of colleagues, share good practice. • Development plan following reflection: identify career goals and objectives, apply SWOT analysis assessing strengths and weaknesses, short and long-term goals, focus on what you want to achieve, what steps you need to be able to achieve it, and how you will take those steps.
3. Be able to continually develop own practice.	3.1 Identify priorities for own development as a practitioner. 3.2 Review the effectiveness of newly acquired knowledge and skills on practice. 3.3 Use technologies and resources to keep own knowledge, understanding, skills and practice up to date. 3.4 Share knowledge, skills and improvements to practice with colleagues where it is likely to be of benefit. 3.5 Review and update development plan to address outcomes of reflection.	• 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 • Gather and record information in order to engage in continuing professional development (CPD); influences on own knowledge, skills and practical competence. • Use of coaching and mentoring techniques, shadow, including observation of practice, model best practice, provide information, e.g. training, research, media news, act as a critical friend, refer

		to set goals, suggestions and ideas for improvement

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.