



OTHM LEVEL 6 CERTIFICATE IN ACADEMIC AND PROFESSIONAL SKILLS DEVELOPMENT

Qualification Number: 603/7101/8
Specification | January 2021

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QUALIFICATION OBJECTIVES

The objective of the OTHM Level 6 Certificate in Academic and Professional Skills Development qualification is to provide learners with an opportunity for deeper engagement with academic and professional skills. These skills will enable learners to advance to academic study through the development of academic conventions, procedures and considerations relevant to study in higher education.

It will also enable learners to develop relevant academic skills towards professional, organisational and self-management attributes that are associated with professional practice.

The aims of this programme will allow learners to:

- Apply principles of academic convention
- Develop academic assignments
- Use analytical and critical skills to develop arguments
- Apply time management skills for academic study
- Understand how to source and utilise information for academic study
- Understand own learning styles.

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 many UK and overseas universities that acknowledges the ability of learners after studying relevant 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 6 Certificate in Academic and Professional Skills Development
Ofqual Reference Number	603/7101/8
Regulation Start Date	29/01/2021
Operational Start Date	29/01/2021
Duration	6 months
Total Credit Value	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Sector Subject Area (SSA)	14.1 Foundations for learning and life
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM qualifications RQF Level 6 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent level to relevant Bachelor's Degrees with Honours, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas and Graduate Certificates.

QUALIFICATION STRUCTURE

The OTHM Level 6 Certificate in Academic and Professional Skills Development consists of 1 mandatory unit, of 20 credits, 200 hours Total Qualification Time (TQT) and 100 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Mandatory Unit	Credit	GLH	TQT
D/618/6269	Academic and Professional Skills Development	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) is 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 a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

For entry onto the OTHM Level 6 Certificate in Academic and Professional Skills Development qualification, learners must possess:

- Relevant NQF/QCF/RQF Level 5 diploma or equivalent recognised qualification
- Mature learners (over 21) with management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)
- Learner must be 18 years or older at the beginning of the course.

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

PROGRESSION

The OTHM Level 6 Certificate in Academic and Professional Skills Development qualification bridges the educational and skills gap between relevant qualifications at levels 5,6 and 7.

The qualification will enable learners to develop relevant academic skills that can be used for progression with professional practice or further study.

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.

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 internally assessed 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.

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

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

OPPORTUNITIES FOR LEARNERS TO PASS

Centres are responsible for managing learners who have not achieved a Pass for the qualification having completed the assessment. However, OTHM expects at a minimum, that centres must have in place a clear feedback mechanism to learners by which they can effectively retrain the learner in all the areas required before re-assessing the learner.

EQUALITY AND DIVERSITY

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

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

religion or belief, and sexual orientation.

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

UNIT SPECIFICATION

Academic and Professional Skills Development

Unit Reference Number	D/618/6269
Unit Title	Academic and Professional Skills Development
Unit Level	6
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	100 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	14.1 Foundations for learning and life
Unit Grading Structure	Pass / Fail

Unit Aims

This unit provides an opportunity for deeper engagement with the academic and professional skills required to advance academic study through the advanced development of academic conventions, procedures and considerations relevant to study in higher education. It will also enable learners to develop relevant academic skills towards professional, organisational and self-management attributes that are associated with professional practice.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative contents
1. Be able to apply principles of academic convention.	1.1 Explain the principles of academic writing. 1.2 Demonstrate structure and flow within an assignment task. 1.3 Explain appropriate in - text, referencing and bibliography conventions accurately.	Clarity; consideration of the intended audience; application of theories and concepts; objectivity; logical structure and flow; evidence based / references, accessibility; use of acronyms; use of first person; headings/sub headings; avoidance of slang or colloquial language; punctuation; grammar; avoiding contractions. Harvard referencing conventions; citations; quotes; annotations; bibliography; reference lists; web references; accuracy.

<p>2. Be able to develop academic assignments.</p>	<p>2.1 Plan a structured academic assignment. 2.2 Produce annotated notes using a preferred method. 2.3 Select and organise information for a structured assignment. 2.4 Apply conventions of academic writing.</p>	<p>Assignment components; mind mapping; organisation of concepts and themes; tracking and recording research and information sources; logical order; summarising; conclusions. Types of assignments i.e. reports/ essay/ projects/ presentations.</p>
<p>3. Use analytical and critical skills to develop arguments.</p>	<p>3.1 Identify an issue or problem relevant to own sector or practice. 3.2 Examine perspectives associated with the issue or problem. 3.3 Develop theories taking into account the complexity of the issue or problem. 3.4 Draw conclusion and implications from the analysis of the issue or problem. 3.5 Use appropriate academic citation/ referencing accurately. 3.6 Report the outcomes according to discipline conventions.</p>	<p>Main argument or line of reasoning; evidence to support or refute the argument; secondary arguments; hidden agendas; assumptions and bias; evidence and examples to support; evaluation of source material Ethics: Permissions and approvals; consent; confidentiality and anonymity. Statement of problem; literature review; conceptual framework; research question; hypothesis; terms of reference; methodology; timelines</p>
<p>4. Be able to apply time management skills for academic study.</p>	<p>4.1 Set priorities for study. 4.2 Produce a plan of study for learning activities. 4.3 Set personal time targets and evaluate own allocation of time to tasks.</p>	<p>Study strategies; getting organised; planning and prioritising; distractions and procrastination; Pareto's Principle (80/20 rule); terminology; assignment requirements; advice and support; smart study. Plan-Do-Review; SMART (specific, measurable, achievable, realistic, time-related) targets; SWOT (strengths, weaknesses, opportunities, threats) analysis. Plan of study: availability; agreeing and meeting deadlines; efficacy; managing work, learning and personal commitments;</p>

<p>5. Know how to source and utilise information for academic study.</p>	<p>5.1 Identify and select appropriate literature to formulate and answer research questions/hypotheses 5.2 Devise questions to provide focus when investigating information or ideas 5.3 Apply purposeful questions across a range of appropriate sources 5.4 Examine the meaning of implicit words in text 5.5 Evaluate the effect and purpose of implied meaning in the texts being studied. 5.6 Evaluate strengths and limitations of online and other sources.</p>	<p>Primary, secondary, tertiary documents and sources library/ internet / Google Scholar / social media / journals /media / colleagues and others. Databases. Evaluate: relevance / provenance /objectivity /timeliness / presentation / method hint, suggestion, connotation, allusion, inference, assumption, irony, sarcasm, metaphor, symbolic and numeric coding. Inferential understanding; implied meaning; prediction Substantiated and unsubstantiated sources eg wiki / search engines</p>
<p>6. Understand own learning styles.</p>	<p>6.1 Examine different learning strategies to select those that suit own learning style. 6.2 Identify own learning style preferences. 6.3 Apply strategies to enhance own learning effectiveness in academic study.</p>	<p>Learning styles and models eg. Honey and Mumford visual, auditory, kinaesthetic, pragmatist, activist, theorist, reflector. Barbe: Modalities – visual, auditory, kinaesthetic (VAK). Reflection on practice; methods of evaluation; accessing opportunities for learning development; mentoring; coaching; peer review; Kolb-experiential learning; Schön-reflection in action and reflection on action;</p>

Assessment

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

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 6	All ACs under LO1 to LO6	Portfolio of evidence	3500 words

Indicative Reading list

- Cottrell S (2017) *Critical Thinking Skills: effective analysis, argument and reflection* (3rd Ed) Macmillan. London

- Pearce R; Shields G (2019) *Cite Them Right. The essential referencing guide*. (11th Ed) MacMillan International. London
- Race P (2014) *Making Learning Happen*. Sage. London

Websites

- https://us.sagepub.com/sites/default/files/upm-binaries/66147_Osmond_ch1.pdf
- <https://intranet.birmingham.ac.uk/as/libraryservices/library/asc/documents/public/short-guide-essay-planning.pdf>
- <https://www.thestudyspace.com/page/critical-and-analytical-thinking-skills/>
- <https://help.open.ac.uk/time-management-skills>
- <https://www.mindtools.com/mnemlsty.html>

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 document serves only as a useful guide to your learning experience.

For updated information please visit our website www.othm.org.uk. You can call us on +44 (0)20 7118 4243 or email to info@othm.org.uk.