



# **OTHM LEVEL 6 DIPLOMA IN TEACHING AND LEARNING**

Qualification Number: 603/6695/3

Specification | October 2020 |

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## QUALIFICATION OBJECTIVES

The objective of the OTHM Level 6 Diploma in Teaching and Learning is to develop learners understanding of the theory and practice involved in education. It provides learners with an opportunity to engage with the challenges facing professionals and policy makers in their own country. It will provide knowledge that underpins the ability to work as an effective practitioner in the education sector. It combines both theoretical and practical knowledge in the education profession and will develop and enhance knowledge and skills in the areas of curriculum planning, effective performance, action research and development. Learners will be able to work in a variety of roles within education and/or management.

Successful completion of the OTHM Level 6 Diploma in Teaching and Learning qualification enables learners to progress into or within employment and/or continue their study towards a relevant Degree or Masters programme with advanced standing.

## 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 arrangements 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 6 Diploma in Teaching and Learning
Qualification Ref. Number	603/6695/3
Regulation Start Date	12/10/2020
Operational Start Date	15/10/2020
Duration	1 Year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	480 Hours
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

## EQUIVALENCES

OTHM qualifications at RQF Level 6 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to 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 Diploma in Teaching and Learning qualification consists of 6 mandatory units, for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 480 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Mandatory Unit Titles	Credit	GLH	TQT
R/618/4986	Lesson Planning	20	80	200
Y/618/4987	Reflective Teaching	20	80	200
D/618/4988	Management of Class Dynamics	20	80	200
H/618/4989	Curriculum Design	20	80	200
Y/618/4990	Integrated Education	20	80	200
D/618/4991	Technology in Education	20	80	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 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 Diploma in Teaching and Learning qualification, learners must:

- possess a relevant NQF/QCF/RQF Level 5 diploma or equivalent recognised qualification
- be 18 years or older at the beginning of the course or
- be mature learners (over 21) with 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 must provide evidence of English language competency. For more information visit the [English Language Expectations](#) page.

## PROGRESSION

Achieving the OTHM Level 6 Diploma in Teaching and Learning qualification enables learners to progress into or within employment and/or continue their 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.

## 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.

# UNIT SPECIFICATIONS

## LESSON PLANNING

Unit Reference Number	R/618/4986
Unit Title	Lesson Planning
Unit Level	6
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	80 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 knowledge needed to plan lessons effectively so that learners are engaged, can progress and can achieve the aims of the lessons. The unit will also develop the learner's knowledge of the principles and practices that underpin assessment and evaluation.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative content
1. Understand lesson planning.	1.1 Explain the aim of lesson planning. 1.2 Describe the characteristics of an effective lesson plan. 1.3 Describe how to design lesson plans that incorporate the goals and needs of learners.	<ul style="list-style-type: none"> <li>Learner needs, inclusion, 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.</li> <li>Resource availability, coverage of learning needs, role in developing skills, knowledge and understanding, attitudinal change, purposeful</li> </ul>

		<p>content, currency of practice and knowledge, adaptation requirements, stimulating, impact, facilitating action and interaction, suitability for individuals, appropriate language, terminology and imagery, provision of choice, contributes to achievement, effective use of IT to enhance learning, identifying and managing risks..</p>
<p>2. Understand theories of teaching and learning to be considered when lesson planning.</p>	<p>2.1 Analyse learning styles and learning taxonomies to be included when planning a lesson.                  2.2 Explain how lesson plans incorporate learning styles and taxonomies.                  2.3 Explain how to ensure lesson plans are inclusive.</p>	<ul style="list-style-type: none"> <li>• Learning styles, motivation, Maslow’s Theory of Basic Needs, Herzberg’s Motivational Theory.</li> <li>• Learning Taxonomies: Blooms, Andersons, Finks, SOLO.</li> <li>• Inclusivity: 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.</li> </ul>
<p>3. Understand how to create lesson plans.</p>	<p>3.1 Explain how to prepare an effective lesson plan.                  3.2 Analyse the need for flexibility and adaptability in the design of lesson plans.                  3.3 Explain how lesson plan design affects the delivery of inclusive teaching and learning.</p>	<ul style="list-style-type: none"> <li>• The design of initial, diagnostic, formative and summative assessments. Inclusive teaching and learning, 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.</li> </ul>

<p>4. Be able to apply theories of teaching and learning to lesson planning.</p>	<p>4.1 Design a lesson plan that meets the individual needs of learners.                      4.2 Use lesson plans to monitor learners' achievements and progress.                      4.3 Explain how to enable learners and others to provide feedback to inform lesson planning.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Formal, holistic, use of naturally occurring evidence, measure of knowledge, gauge skills level, demonstrating understanding, standardised against assessment or performance criteria, set goals.</li> <li>• 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.</li> </ul>
<p>5. Understand the application of assessment and evaluation when lesson planning.</p>	<p>5.1 Define:</p> <ul style="list-style-type: none"> <li>• assessment</li> <li>• evaluation.</li> </ul> <p>5.2 Analyse the use of different methods of assessment and evaluation.                      5.3 Explain the use of differentiated assessments to incorporate the individual needs of learners.                      5.4 Explain how analysis of assessment and evaluation results can be used to inform lesson planning.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Formal, holistic, use of naturally occurring evidence, measure of knowledge, gauge skills level, demonstrating understanding, standardised against assessment or performance criteria, set goals.</li> <li>• The design of initial, diagnostic, formative and summative assessments.</li> <li>• Equality and diversity, fitness-for-purpose, supplementing auditory with visual and hands-</li> </ul>

		<p>on, varied range of materials or tools for practical activities, varying style of presentation slides, meeting specific needs.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
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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 of coursework)
All 1 to 3	All under LO 1 to 3	Portfolio of evidence	4000 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

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

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

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

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

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

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.

## REFLECTIVE TEACHING

Unit Reference Number	Y/618/4987
Unit Title	Reflective Teaching
Unit Level	6
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	80 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 for learners to gain knowledge and understanding of what is meant by reflective practice and how to use this to support further learning through a process of self-observation and self-evaluation. This unit will therefore introduce processes to help teachers manage their own professional development.

### Learning Outcomes Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative content
1. Understand reflective practice.	1.1 Explain the meaning of reflective practice. 1.2 Evaluate theories of reflective practice. 1.3 Analyse the benefits to practice of reflection in action and reflection on action.	<ul style="list-style-type: none"> <li>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 (specific, measurable, achievable, realistic, time-related) targets; SWOT (strengths, weaknesses, opportunities, threats) analysis.</li> <li>Definition of professional development, continuous process. Potential barriers: own attitudes, access to training, time, lack of resources, costs, different learning styles.</li> </ul>

2. Know how to reflect on own education and training practice.	2.1 Identify current performance requirements relevant to own practice. 2.2 Evaluate different tools for use in reflective teaching. 2.3 Analyse the importance of using feedback from different sources to inform reflective practice. 2.4 Assess the extent to which own practice is inclusive and promotes equality and diversity.	<ul style="list-style-type: none"> <li>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.</li> <li>Factors when considering professional development: allocation of budget, time, career goals, time off. Supporting others: open up discussion, observation of colleagues, share good practice.</li> </ul>
3. Be able to use reflection to support own professional development.	3.1 Identify goals to improve own practice through the process of reflection. 3.2 Review and update action plans to address outcomes of reflection. 3.3 Review the effectiveness of newly acquired knowledge and skills on practice. 3.4 Use technologies and resources to keep own practice up to date. 3.5 Share knowledge, skills and improvements to practice with colleagues where it is likely to be of benefit.	<ul style="list-style-type: none"> <li>Application of reflective practice: how and where to seek information about current best practice; sources of feedback on practice; seeking a critique of skills, knowledge and practical competence; observations; mentoring and critical friend model; gathering and record information in order to engage in continuing professional development (CPD); influences on own knowledge, skills and practical competence.</li> </ul>

## 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 of coursework)
All 1 to 3	All under LO 1 to 3	Portfolio of evidence	4000 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.

## MANAGEMENT OF CLASS DYNAMICS

Unit Reference Number	D/618/4988
Unit Title	Management of Class Dynamics
Unit Level	6
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	80 hours
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Unit Grading Structure	Pass / Fail

### Unit Aims

The purpose of studying classroom dynamics is to learn how to set up a positive classroom atmosphere where learners feel comfortable learning and communicating with other learners and with the teacher. The aim of this unit is to develop learners' understanding of learning and development in groups, and of the dynamics involved in this. Learners will understand the use of different management methods necessary to involve learners within groups in the learning and development process.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative content
1. Understand the principles and practices of managing class dynamics.	1.1 Analyse the characteristics of group environments that facilitate learning and development. 1.2 Evaluate strategies to manage group dynamics. 1.3 Describe ways to involve learners in the management of their own learning and development in groups. 1.4 Explain how to manage barriers to individual learning in groups.	<ul style="list-style-type: none"> <li>Activities at a correct level of difficulty, motivating, interesting/stretching to the learner; providing opportunities for stretch and challenge; to 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; collaboration, evaluation and appraisal of needs</li> </ul>

		and interests; redesign, new learning activities; relevant professional development activities; focus on learner engagement; disseminate good practice.
2. Understand how to manage group learning environments.	<p>2.1 Examine the impact of class dynamics on learning.</p> <p>2.2 Explain how to facilitate collaboration and learning between group members.</p> <p>2.3 Explain how to use motivational approaches to engage group learning.</p> <p>2.4 Evaluate behaviour management solutions utilised in class.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
3. Understand how to manage learning in groups to comply with requirements.	<p>3.1 Explain how to support learner’s rights in relation to equality, diversity and inclusion.</p> <p>3.2 Describe how to minimise risks to the security, safety, health, and wellbeing of learners in groups.</p> <p>3.3 Explain how to manage confidentiality in relation to group information exchange.</p> <p>3.4 Explain how to maintain records in accordance with legislative and organisational procedures.</p>	<ul style="list-style-type: none"> <li>Responsibilities: support, facilitation of learning, identification of learning needs and styles, liaison with other practitioners</li> <li>Ensuring currency and validity of knowledge and practice, design and production of learning and support materials, monitoring of learner progress, assessment, moderation.</li> <li>Safe storage of reports and records, used only for specified purpose, kept for identified amount of time, safe disposal of records no longer required</li> </ul>
4. Understand how to assess the classroom dynamics.	<p>4.1 Explain the tools that can be used to assess classroom dynamics.</p> <p>4.2 Explain how to use peer observation, learner feedback and recordings.</p>	<ul style="list-style-type: none"> <li>Identify learning needs, plan and design learning, deliver learning, evaluate learning outcomes, research and analyse needs on an ongoing basis.</li> <li>Use of learning needs analysis, training needs analysis, questionnaire, feedback, monitoring, programme review and improvement, employer contact.</li> </ul>

## 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 of coursework)
All 1 to 4	All under LO 1 to 4	Portfolio of evidence	4000 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

## CURRICULUM DESIGN

Unit Reference Number	H/618/4989
Unit Title	Curriculum Design
Unit Level	6
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	80 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 plan and design curriculums to support education and training. This will include exploration of different approaches to curriculum design and development.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand approaches to curriculum design and development.	1.1 Analyse the purpose of curriculum design and development. 1.2 Evaluate approaches and models of curriculum design and development used. 1.3 Explain the importance of learner feedback when developing curriculum. 1.4 Analyse how to manage risks when developing curriculum. 1.5 Evaluate methodologies used to monitor and evaluate curriculum.	<ul style="list-style-type: none"> <li>Social, political, and economic context of education and training, contemporary issues and policies in education and training, professionalism, dual professionalism and professional values, organisational policies; quality assurance and improvement arrangements, ideologies, theories, models and instances of curriculum development design and evaluation, inclusive curriculum development and design, impact of the social, political and economic context on curriculum development and design.</li> </ul>

<p>2. Be able to develop curriculum.</p>	<p>2.1 Identify the learning objectives and outcomes required for curriculum design.                  2.2 Develop a curriculum for an education and training programme.                  2.3 Plan assessment approaches to meet the learning outcomes of curriculum following the necessary guidelines.                  2.4 Produce resources to support the curriculum.</p>	<ul style="list-style-type: none"> <li>• Evolution and development of inclusive learning; technologies to enable inclusive learning, theories and models of communication, application of theories and models of behaviour management to teaching and learning, meeting regulatory, legal and awarding organisation requirements; theories and models of behaviour management as this relates to individuals and groups, theories of learning and their applications, application of learning theories to teaching and learning, application of theories and models of communication to education and training.</li> </ul>
<p>3. Be able to review curriculum.</p>	<p>3.1 Evaluate the achievement of the learning outcomes of an education and training curriculum.                  3.2 Evaluate the delivery of an education and training curriculum.                  3.3 Identify areas for improvement for the education and training curriculum.                  3.4 Make improvements to education and training curriculum.</p>	<ul style="list-style-type: none"> <li>• Facilitating feedback, observation, monitoring of outcomes, evaluation, inclusion of feedback into review cycle, identification of future goals and objectives resulting from learning activities.</li> <li>• Strategies for reviewing curriculum.</li> <li>• People involved in curriculum review.</li> </ul>

## 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 of coursework)
All 1 to 3	All under LO 1 to 3	Portfolio of evidence	4000 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.

## INTEGRATED EDUCATION

Unit Reference Number	Y/618/4990
Unit Title	Integrated Education
Unit Level	6
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	80 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 integrated learning can meet the different types of learner needs. The unit also explores ways to develop an inclusive learning environment.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand how to promote equality and value diversity.	1.1 Explain ways to promote equality and value diversity in the learning environment. 1.2 Evaluate inclusive teaching and learning approaches to meet the needs of learners. 1.3 Analyse how to establish a safe and inclusive learning environment.	<ul style="list-style-type: none"> <li>• Safe and secure learning environment, inclusion, choice, management of aspects relating to equality and diversity, promote appropriate behaviour, delivering legislative requirements, organisational requirements for health and safety, safeguarding, security of self and learners.</li> <li>• Own role, responsibilities and limitations; reflect on the effectiveness of theories for own practice; reflect on own practice in promoting diversity, equality and inclusion; adapt and improve practice in response to taking part in evaluation and reflection.</li> </ul>

<p>2. Understand special educational needs.</p>	<p>2.1 Explain special needs. 2.2 Describe factors impacting on the development of learners and how they learn. 2.3 Analyse strategies to support learners with special needs.</p>	<ul style="list-style-type: none"> <li>• Special educational needs-learning difficulties or disabilities that make it harder for children to learn than most children of the same age.</li> <li>• Health and safety, equality and diversity, data protection, skills, knowledge and understanding requirements, timescales, resource requirements, funding restrictions, required outcomes, monitoring of process, progress and product, requirements of sector standards, awarding organisations.</li> </ul>
<p>3. Understand the use of assessment to determine learning goals.</p>	<p>3.1 Explain why it is important to identify and meet the individual needs of learners. 3.2 Analyse the role and use of diagnostic assessment in agreeing individual learning goals. 3.3 Evaluate methods of assessment to agree individual learning goals with learners.</p>	<ul style="list-style-type: none"> <li>• Approaches: methods/procedures to overcome particular communication challenges e.g. those with learning difficulties, hearing impaired, visually impaired, English as a second language; use of feedback skills to facilitate communication and workplace</li> <li>• relationships; persuasion and negotiation skills appropriate to different situations and people.</li> <li>• Lead and manage 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</li> </ul>
<p>4. Understand how to integrate all learners in the learning process.</p>	<p>4.1 Analyse strategies used to integrate learners with special education needs into mainstream classes. 4.2 Explain how to create individualised education or learning plans for learners with special educational needs. 4.3 Describe ways in which teaching and learning plans can be adapted to meet the individual needs of learners.</p>	<ul style="list-style-type: none"> <li>• Relevance of the communication cycle for effective communication; selecting an appropriate tone, language, and level of formality; sequenced delivery linked to assessment; skills development; integrated approach; e-learning; distance or blended approach; staffing; adapting language; recognising and addressing barriers; engaging learners in own communication.</li> </ul>

## 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 of coursework)
All 1 to 4	All under LO 1 to 4	Portfolio of evidence	4000 words

## Indicative Reading list

Barrett, R. (2013). *The Values-Driven Organisation: Unleashing Human Potential for* Bhatia, V.K. (1993). *Analysing genre: Language use in professional settings*. London: Longman.

Bennett, M. J. (2013). *Basic concepts of intercultural communication. Paradigms, principles and practices* (2nd ed.). Boston: Intercultural Press.

Connor, U. (1996). *Contrastive rhetoric*. Cambridge: Cambridge University Press.

Connor, U., Nagelhout, E., & Rozycki, W. (Eds.). (2008). *Contrastive rhetoric: Reaching to intercultural rhetoric*. Amsterdam: John Benjamins.

Hyland, K. (2004). *Genre and second language writing*. Ann Arbor, MI: University of Michigan Press.

Jandt, F. E. (2009). *An introduction to intercultural communication: Identities in a global community*(5th ed.). Thousand Oaks: Sage.

Neuliep, J. W. (2014). *Intercultural communication: A contextual approach* (6th ed.). Thousand Oaks. CA: Sage.

Samovar, L. A., & Porter, R. E. (Eds.). (2003). *Intercultural communication: A reader* (10th ed.). Belmont, CA: Thomson Wadsworth.

Swales, J. (2008). *Research genres: Explorations and applications*. Cambridge: CUP.

## TECHNOLOGY IN EDUCATION

Unit Reference Number	D/618/4991
Unit Title	Technology in Education
Unit Level	6
Number of Credits	20
Total Qualification Time (TQT)	200 hours
Guided Learning Hours (GLH)	80 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 increasing use of technology to support teaching and learning. The learners will be able to understand how technology can enhance the learning and teaching experience. The unit also explores how technology can help address some of the main challenges faced by the education sector, including improving accessibility and inclusion and supporting improved learner outcomes.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the role of technology in supporting teaching and learning.	1.1 Examine the relationship between technology and pedagogy. 1.2 Analyse the concept of life-long learning using technology. 1.3 Describe changes to the role of facilitator due to technology.	<ul style="list-style-type: none"> <li>• Subject pedagogy: e.g. concepts of specialist knowledge; learner engagement; experiential learning; kinesthetic principles; multisensory models; taxonomy of learning; mastery learning; scaffolded learning; engaging in learning process; agreed and shared outcomes and goals.</li> <li>• Lifelong learning.</li> <li>• Classroom facilitator.</li> <li>• Role of technology in education.</li> </ul>

<p>2. Understand how to use technology in education.</p>	<p>2.1 Evaluate technology resources and their role in teaching and learning.                  2.2 Explain how to plan the use of technology as a teaching aid in a lesson.                  2.3 Explain the need to review the use of technology and its support for teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Small or large group activities, discussion, skills practice, role play, case studies, teamwork, meeting individual and group needs, group size, mix of skills and abilities, ability to implement new ideas, use of social media, IT platforms, considerations including creating and maintaining a positive learning environment, establishing shared purpose and goals, common boundaries, valuing learner contributions.</li> <li>• Multi or shared use of learning materials, common programme, common messaging, social interaction, exchange of ideas, exchange of experience, team development, development of interpersonal relationships, peer assessment and peer teaching, working with others, collaborative approaches, shared problem solving.</li> </ul>
<p>3. Understand how technology can be used to manage data.</p>	<p>3.1 Explain the data generated during teaching and learning.                  3.2 Explain how to use technology to manage learner data.</p>	<ul style="list-style-type: none"> <li>• Performance monitoring and review, developing value through sharing of resources, integration of processes and procedures, exchange of personnel, skills and knowledge, efficiencies through time, money, resources, sharing investment cost, mentoring, guiding, advising.</li> <li>• Digitalising documents.</li> <li>• Improving security.</li> <li>• GDPR.</li> </ul>
<p>4. Be able plan and carry out research using technology.</p>	<p>4.1 Produce a plan for research on a chosen topic.                  4.2 Carry out research using different sources.                  4.3 Draft a piece of research work using appropriate referencing techniques.                  4.4 Finalise the research using the existing draft.                  4.5 Reflect on own academic progress in relation to the development of academic skills.                  4.6 Develop an action plan for any further improvement identified.</p>	<ul style="list-style-type: none"> <li>• Primary research: questionnaires; focus groups, interviews. Secondary research: desk research; making notes, recording sources; collating information, evaluation of sources, citation and reference lists.</li> <li>• Create a plan: set deadline, application of research methods, schedule time, set objectives, review plan.</li> <li>• Drafting work: consideration of plagiarism,</li> </ul>

		<p>referencing, content.</p> <ul style="list-style-type: none"> <li>• Reviewing, editing, proof reading, amendments, word count.</li> <li>• Evaluate skills development, academic abilities, skills and qualities e.g. time management, initiative, perseverance, motivation, flexibility, strengths and weaknesses.</li> <li>• Action plan for academic development, for personal development.</li> </ul>
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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 of coursework)
All 1 to 4	All under LO 1 to 4	Portfolio of evidence	4000 words

## Indicative Reading list

Clarke, A. (2005). *IT Skills for Successful Study*. Basingstoke: Palgrave MacMillan

Darling-Hammond, L and Oakes, J . (2019). *Preparing Teachers for Deeper Learning*. Harvard Educational Publishing Group: Cambridge, Massachusetts.

Johns, A.M. (Ed.).(2002). *Genre in the classroom: Multiple perspectives*. Mahwah, NJ: Lawrence Erlbaum.

## 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](http://www.othm.org.uk).

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