



OTHM LEVEL 3 FOUNDATION DIPLOMA IN EDUCATION AND TRAINING STUDIES

Qualification Number: 603/4245/6

Specification | February 2020

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QUALIFICATION OBJECTIVES

The objective of the OTHM Level 3 Foundation Diploma in Education and Training Studies qualification is to develop learners' understanding of theory and practice in education. It provides learners with an opportunity to engage with the issues and challenges facing professionals and in their own country. The units will provide knowledge that underpins the ability to work as an effective practitioner in the education sector. They combine both theoretical and practical knowledge in the education profession and will develop and enhance knowledge and skills in the areas of approaches to teaching and learning, developing resources and reflective practice.

Learners will be able to work in a variety of roles within education delivery, administration or assessment.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit 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 3 Foundation Diploma in Education and Training Studies
Qualification Ref. Number	603/4245/6
Regulation Start Date	11/03/2019
Operational Start Date	11/03/2019
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 3 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to GCSE AS/A Levels.

QUALIFICATION STRUCTURE

The OTHM Level 3 Foundation Diploma in Education and Training Studies 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.	Unit title	Credit	ECTS	GLH	TQT
D/617/4977	Understanding the Principles and Practices of Education and Training	20	10	80	200
H/617/4978	Understanding Roles and Responsibilities in Education and Training	20	10	80	200
K/617/4979	Develop Resources for Education and Training	20	10	80	200
D/617/4980	Deliver Education and Training	20	10	80	200
H/617/4981	Evaluate Education and Training Provision	20	10	80	200
K/617/4982	Reflect on Own Practice in Education and Training	20	10	80	200
Total:		120	60	480	1200

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

OTHM Level 3 qualifications can be offered to learners from age 16. OTHM does not specify entry requirements for these qualifications. OTHM ensures that learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment criteria.

OTHM Centres must ensure learners are recruited with integrity onto appropriate qualifications that will meet their needs, enable and facilitate learning and achievement enable progression. The qualification is offered in English.

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

Successful completion of OTHM Level 3 Foundation Diploma in Education and Training Studies qualification provides learners with the opportunity for academic progressions to a wide range of undergraduate programmes including OTHM Level 4 diplomas. For more information visit the [University Progressions](#) page.

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.

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.

CONTACT DETAILS

OTHM Qualifications

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UNIT SPECIFICATIONS

Understanding the Principles and Practices of Education and Training

Unit Reference Number	D/617/4977
Unit Title	Understanding the Principles and Practices of Education and Training
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	100 hours
Guided Learning Hours (GLH)	80
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to provide learners with an understanding of the purpose and context of education and training, the learning cycle and how to meet the varied needs of learners.

Learning Outcomes and Assessment Criteria

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand the purpose of education and training.	1.1 Analyse the function of education and training for: <ul style="list-style-type: none"> ○ learners ○ organisations ○ teachers. 1.2 Explain the contexts and settings where education and training take place.
2. Understand the learning and development cycle.	2.1 Explain the component parts of the learning and development cycle. 2.2 Explain how the learning and development cycle is used to enhance learner experience.
3. Understand the needs of learners in relation to education and training.	3.1 Summarise why it is necessary to understand learner needs and motivations for education and training. 3.2 Explain how to adapt education and training to meet the needs and preferences of learners. 3.3 Outline the factors that can lead to the improvement and maintenance of learner engagement. 3.4 Describe potential barriers to learning and the ways in which they can be reduced.

Indicative contents

Learning Outcome 1

Achievement of a qualification, to support change of job role, Continuing Professional Development, the management of change, skills / knowledge development, occupational / professional requirement, self-development, new knowledge and skills, motivation, workforce

development, updating, as a result of key changes in practice, to maintain competitive edge, innovation.

Learning Outcome 2

Identify learning needs, plan and design learning, deliver learning, evaluate learning outcomes, research and analyse needs on an ongoing basis.

Use of learning needs analysis, training needs analysis, questionnaire, feedback, monitoring, programme review and improvement, employer contact.

Learning Outcome 3

Enhancement of skills and knowledge, enhancement of career opportunities and prospects, accessibility, differentiation, learning preferences in relation to place and time of learning, preferred approaches to learning, support mechanisms in place.

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)
1 – 3	All under LO 1-3	Course work	2500

Indicative Reading list

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

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

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

Understanding Roles and Responsibilities in Education and Training

Unit Reference Number	H/617/4978
Unit Title	Understanding Roles and Responsibilities in Education and Training
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	100 hours
Guided Learning Hours (GLH)	80
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of roles and responsibilities in education and training and the relationship between different professionals in education and training.

Learning Outcomes and Assessment Criteria

Learning Outcome The learner will:	Assessment Criterion – The learner can:
1. Understand the roles and responsibilities of the education and training practitioner.	1.1 Analyse the education and training responsibilities of learners and for organisations. 1.2 Explain own role and responsibilities in relation to learning and development. 1.3 Explain the practitioner role in facilitating learning in the learning and development process. 1.4 Explain the practitioner's role in improving the quality of learning and development.
2. Understand how to ensure a safe and supportive learning environment.	2.1 Explain approaches to promoting safety and support for learners. 2.2 Explain the value of promoting respectful behaviour for others. 2.3 Analyse the practitioner's role in managing risks to and safeguarding learners. 2.4 Explain methods of promoting equality and valuing diversity in the learning environment.
3. Understand legislative and organisational requirements in relation to education and training.	3.1 Explain learner's rights in relation to equality, diversity and inclusion. 3.2 Explain the practitioner's and the organisation's responsibilities for learner's safety and security. 3.3 Summarise the principles of confidentiality in relation to learners and the organisation. 3.4 Explain requirements for record keeping in education and training,
4. Understand the relationships between	4.1 Explain how teachers collaborate with other professionals.

<p>teachers and other professionals in education and training.</p>	<p>4.2 Explain the limitations of the teaching role and other professional roles. 4.3 Describe the support available to meet the individual needs of learners.</p>
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Indicative contents

Learning Outcome 1:

Roles: teacher, trainer, tutor, assessor, internal quality assurer, mentor.

Responsibilities: support, facilitation of learning, identification of learning needs and styles, liaison with other practitioners, ensuring currency and validity of knowledge and practice, design and production of learning and support materials, monitoring of learner progress, assessment, moderation.

Learning Outcome 2:

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.

Learning Outcome 3:

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.

Learning Outcome 4:

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.

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)
1 - 4	All under LO 1-4	Report	2500

Indicative Reading list

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

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

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

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

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

Develop Resources for Education and Training

Unit Reference Number	K/617/4979
Unit Title	Develop Resources for Education and Training
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	100 hours
Guided Learning Hours (GLH)	80
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding and skills relating to the preparation of resources to support education and training, for example resources for formal training sessions or for informal training such as in the workplace.

Learning Outcomes and Assessment Criteria

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand principles underpinning the development of resources for teaching.	1.1 Explain practice underpinning resource selection for education and training. 1.2 Analyse how to ensure resources are developed which conform to national legislation and organisational policies. 1.3 Evaluate how technology has contributed to the development of education and training resources. 1.4 Assess risks to learners and their education and training when planning specific resources.
2. Be able to develop resources to meet education and training needs.	2.1 Determine the purpose and outcomes of education and training to meet learner needs. 2.2 Plan how resources will meet the requirements of awarding organisations and specifications. 2.3 Prepare resources for the delivery of education and training which meet legislative and organisational health, safety, equality and inclusion requirements. 2.4 Evaluate the effectiveness of resources for education and training.

Indicative contents

Learning Outcome 1

Resource availability, coverage of learning needs, role in developing skills, knowledge and understanding, attitudinal change, purposeful 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.

Learning Outcome 2

Safety, information security and confidentiality, equality, diversity, inclusive, accessible, meeting specific needs, consideration of design, simple, readable information, use colour and graphics to add interest and clarity; highlighting information to emphasise key features, technology adjustment, use of accessibility options in software, large print materials, background and print colour adjustments to improve readability.

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)
1 - 2	All under LO 1-2	Portfolio	2500

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.

Deliver Education and Training

Unit Reference Number	D/617/4980
Unit Title	Deliver Education and Training
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	100 hours
Guided Learning Hours (GLH)	80
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding and ability in relation to the delivery of education and training to groups and individuals; enhancing skills and knowledge in these important areas.

Learning Outcomes and Assessment Criteria

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand the delivery of education and training to groups.	1.1 Explain how the delivery of education and training facilitates group dynamics. 1.2 Explain how to overcome barriers to learning in groups. 1.3 Explain how to monitor individual learner progress within group activities. 1.4 Explain how to adapt delivery using learner feedback.
2. Understand approaches to facilitating education and training for individuals.	2.1 Evaluate approaches to education and training delivery to meet individual's needs. 2.2 Explain how to adapt delivery to meet individual learner needs. 2.3 Explain how to minimise risks and safeguard individuals when facilitating education and training. 2.4 Explain how to monitor individual learner progress.
3. Be able to facilitate education and training for individuals and groups.	3.1 Implement agreed methods to meet group and individual learning objectives. 3.2 Identify and manage risks to group and individual education and training. 3.3 Adapt delivery methods in response to group and learner progress.
4. Be able to support learners to reflect on the education and training undertaken.	4.1 Encourage learners to self-evaluate their progress. 4.2 Review learner feedback provided for education and training delivered. 4.3 Support learners to clarify their future education and training aspirations.

Indicative contents

Learning Outcome 1:

Efficiency in relation to cost and use of resources, 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.

Learning Outcome 2:

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.

Learning Outcome 3:

Delivery, differentiation, ongoing observation, monitoring and review, identification of risks, risk management, adaptation of delivery and resources in response to feedback or identification of learner needs.

Learning Outcome 4:

Facilitating feedback, observation, monitoring of outcomes, evaluation, inclusion of feedback into review cycle, identification of future goals and objectives resulting from learning activities.

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)
1 - 4	All under LO 1 - 4	Coursework	2500

Indicative Reading list

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

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.

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

Wallace S. (2010). *The Lifelong Learning Sector Reflective Reader*. Learning Matters: Exeter.

Evaluate Education and Training Provision

Unit Reference Number	H/617/4981
Unit Title	Evaluate Education and Training Provision
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	100 hours
Guided Learning Hours (GLH)	80
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

Unit Aims

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

Learning Outcomes and Assessment Criteria

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:
1. Understand the benefits of evaluating and improving education and training.	1.1 Explain current legislative and organisational requirements for the quality improvement of education and training provision. 1.2 Discuss methods used to evaluate education and training provision. 1.3 Describe processes used to raise standards in own area of education and training practice. 1.4 Explain the role of learner involvement in evaluating and improving provision.
2. Understand the practice of the evaluation of education and training	2.1 Identify performance indicators that apply to own area of education and training. 2.2 Discuss information and evidence used to evaluate education and training.
3. Be able to evaluate education and training following organisational requirements.	3.1 Analyse evidence of education and training against - organisational requirements. 3.2 Follow organisational procedures for recording and reporting evaluation outcomes. 3.3 Analyse own and colleague's contribution to the evaluation of education and training. 3.4 Recommend quality improvements for education and training within own specialism.
4. Be able to improve education and training adhering to regulatory requirements.	4.1 Prioritise and plan improvements to own teaching context based on evaluation of education and training 4.2 Identify ways to monitor the effect of improvements to education and training on an ongoing basis. 4.3 Ensure organisational and statutory requirements are included in improvements to education and training.

Indicative contents

Learning Outcome 1:

Measuring the effectiveness of the learning programme, measurement of objectives against outcomes, learner achievement, value-added performance, addressing national standards and benchmarking, quality improvement, using findings to determine future strategic policy, meet legislative requirements, developing services and provision.

Learning Outcome 2:

Industry and sector specific requirements, professional or occupational standards, government, regulatory bodies, Sector Skills Councils, trade organisations, professional bodies, organisational, supporting change, technological and practice change, skills shortage or enhancement, continuing professional development (CPD), recruitment and retention of staff.

Learning Outcome 3:

Scope of approach aims and objectives, level of evaluation required, cost/benefit consideration, clearly identified purpose, relevant individuals involved, learner satisfaction, reduction in skill gaps, achievement of intended behavioural change, improved work climate and culture, time saving, return on investment, improved productivity, quality, customer service, increased customer base.

Learning outcome 4:

Through application of training and development policy, internal standardisation, monitoring and moderation policy, learner feedback, course or programme team review, appropriate documentation, internal quality improvement team, identified roles and responsibilities in relation to quality improvement, identifying workforce development needs.

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)
1 - 4	All under LO 1-4	Report	2500

Indicative Reading list

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

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

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.

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

Wallace S. (2010). *The Lifelong Learning Sector Reflective Reader*. Learning Matters: Exeter.

Reflect on Own Practice in Education and Training

Unit Reference Number	K/617/4982
Unit Title	Reflect on Own Practice in Education and Training
Unit Level	3
Number of Credits	20
Total Qualification Time (TQT)	100 hours
Guided Learning Hours (GLH)	80
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	Pass / Fail
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to develop learners' understanding of reflective practice in order to apply this to their role in an educational context, facilitating planning for personal development.

Learning Outcomes and Assessment Criteria

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:
1. Understand approaches to reflective practice in education and training.	1.1 Evaluate theories of reflective practice. 1.2 Critically evaluate why education and training practitioners should engage in reflective practice and continuing professional development. 1.3 Analyse own values, beliefs and attitudes and their impact on practice.
2. Be able to reflect on own performance as an education and training practitioner.	2.1 Analyse own skills, knowledge and practice as an education and training practitioner. 2.2 Assess how own practice promotes inclusion, equality and diversity. 2.3 Evaluate where own skills, knowledge and practice need updating or further development.
3. Be able to improve own education and training practice	3.1 Prioritise areas for own development as a practitioner. 3.2 Review and update personal action plans to improve practice based on outcomes of reflection. 3.3 Identify education and training opportunities to address priority actions in accordance with current legislative and organisational requirements. 3.4 Use resources and technology as appropriate to keep own knowledge, understanding, skills and practice up to date. 3.5 Review outcomes of development activities on own practice and use these to plan future professional development.

Indicative contents

Learning Outcome1:

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.

Learning Outcome 2:

Reflective practice skills: use of theories and tools of reflection; 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 reflection.

Learning Outcome 3:

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.

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)
1 - 3	All under LO 1-3	Report	2500

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 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