



# **OTHM LEVEL 7 DIPLOMA IN EDUCATION MANAGEMENT AND LEADERSHIP**

Qualification Number: 603/4248/1

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Specification | January 2023

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## QUALIFICATION OBJECTIVES

The objective of the OTHM Level 7 Diploma in Education Management and Leadership qualification is to develop learners' understanding of policy, management theory and practice 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 manager 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 leading change, effective performance and team leadership.

Learners will be able to work in a variety of roles within education administration and/or management.

## QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit 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 7 Diploma in Education Management and Leadership
Qualification Ref. Number	603/4248/1
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)	600 Hours
Sector Subject Area (SSA)	13.1 Teaching and lecturing
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

## EQUIVALENCES

The OTHM Level 7 diplomas on the Regulated Qualifications Framework (RQF) are at the same level as master's degrees. However, they are shorter (120 credits) and learners will have to proceed to the dissertation stage (60 credits) with university to achieve a full masters programme.

## QUALIFICATION STRUCTURE

The OTHM Level 7 Diploma in Education Management and Leadership qualification consists of 6 mandatory units for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 600 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Unit title	Credit	GLH	TQT
T/617/4998	Contemporary Issues in Education: Theory, Policy and Practice	20	100	200
A/617/4999	The Management of Educational Change	20	100	200
D/617/5000	Managing Effective Intercultural Communication and Perspectives	20	100	200
H/617/5001	Pedagogy and Practice in Education	20	100	200
K/617/5002	Leading Reflective Practice in Education	20	100	200
M/617/5003	Research Methods in Education	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 learner working towards a qualification.

**Credit value** is defined as being the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

## ENTRY REQUIREMENTS

For entry onto the OTHM Level 7 Diploma in Education Management and Leadership qualification, learners must possess:

- An honours degree in a related subject or UK level 6 diploma or an equivalent overseas qualification
- Mature learners with management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)
- Learners must be 21 years old 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 the [English Language Expectations](#) web page.

## PROGRESSION

Achieving the OTHM Level 7 Diploma in Education Management and Leadership qualification enables learners to progress into or within employment and/or continue their further study. As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to progress to Master's top-up programmes at many universities in the UK and overseas with advanced standing. 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.

## **UNIT SPECIFICATIONS**

## Contemporary Issues in Education: Theory, Policy and Practice

Unit Reference Number	T/617/4998
Unit Title	Contemporary Issues in Education: Theory, Policy and Practice
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

### Unit Aims

The aim of this unit is to provide learners with a thorough understanding of the link between current educational research and practice by developing understanding of educational theory, policy and practice.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative content
1. Understand contemporary issues affecting education policy and their impact on organisations.	1.1 Examine recent conceptual changes in educational theory, policy and practice. 1.2 Evaluate influencing factors on education theory, policy and practice. 1.3 Analyse the implications of education theory, policy and practice on stakeholders.	<ul style="list-style-type: none"> <li>Funding mechanisms; learner engagement; learner demographics; use of technology to facilitate learning; identify internal and external stakeholders; consideration of perceptions, expectations and needs of learners, practitioners, funders, stakeholders and educational organisations; skills development; use of approaches to engage learners.</li> </ul>
2. Understand the impact of policy change on educational provision.	2.1 Discuss the impact of key policy changes on teaching, learning and assessment. 2.2 Describe the requirement for continuous improvement. 2.3 Examine the measurement of continuous improvement.	<ul style="list-style-type: none"> <li>Implementing standards; quality strategies in service delivery; developing a quality led organisation; staff involvement; monitoring and evaluation of roles and responsibilities in learning delivery; links between initial or</li> </ul>



	2.4 Evaluate models and theories of quality management in service delivery.	<p>diagnostic assessment, training or learning needs analysis and outcomes; standardised approaches to teaching, learning and assessment.</p> <ul style="list-style-type: none"> <li>• Different concepts e.g. force field analysis, benchmarking, lean management, TQM, and Deming cycle.</li> <li>• Continuous improvement: establish a need to improve; determine current performance; obtain commitment; define the improvement objective; organise the diagnostic resources; carry out research; analysis cause of current performance; define and test solutions; produce improvement plans; overcome resistance to change; implement changes; controls to hold new levels of performance; and repeat process.</li> </ul>
3. Understand developments in the education system resulting from legislative requirements.	<p>3.1 Explain the interrelationship between recent developments in the education system and legislation.</p> <p>3.2 Evaluate current educational practice which has changed as a result of legislation.</p>	<ul style="list-style-type: none"> <li>• Developments and changes e.g. national policy; economic, ideological; National Curriculum changes; Apprenticeships; employer involvement; professional/vocational standards; inclusive curriculum. flexible, integrated, modular or unit-based; holistic learning and application; knowledge transfer; distance learning, blended learning.</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	Reports	4500 words

## Indicative Reading list

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

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

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

Johnston, R., Clark, G., and Shulver, M. (2012). *Service Operations Management: Improving Service Delivery*. Pearson: London.

Oakland J. (1995). *Total Quality Management*. Butterworth-Heinemann Ltd: Oxford.

## Website Links

<https://www.gov.uk/government/organisations/department-for-business-energy-and-industrial-strategy>  
Department for Business, Energy & Industrial Strategy

<https://www.gov.uk/government/organisations/department-for-education>  
Department for Education

[www.Dylanwiliam.net](http://www.Dylanwiliam.net)  
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[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## The Management of Educational Change

Unit Reference Number	A/617/4999
Unit Title	The Management of Educational Change
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

### Unit Aims

The aim of this unit is to develop learners' understanding of ways in which educational leadership and management can provide support during the process of change, developing leadership in the learners' own educational context.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative content
1. Be able to recognise issues requiring change in education.	1.1 Research the need for change in an educational organisation. 1.2 Analyse the application of models of change management.	<ul style="list-style-type: none"> <li>The concept of change and the implications of this in a business environment; how to use change as a means of making improvements; how to analyse current situation and evaluate the impact of a proposed change; models e.g. Lewin's Change Management Model, John Kotter's 8 steps of leading change, the change transition curve McKinsey's 7 - S model.</li> </ul>

2. Be able to instigate change and improvement in educational organisations.	2.1 Develop a plan for change using information and feedback from appropriate sources. 2.2 Determine the potential impact of change on resources and service delivery. 2.3 Communicate the plan for change to stakeholders to gain their support. 2.4 Implement a plan for change.	<ul style="list-style-type: none"> <li>Identification of key stakeholders; involving stakeholders; utilising expertise to identify the need for resources; what needs to be included in a report recommending change; key factors which might influence stakeholders; internal reporting structures and methods of communication.</li> </ul>
3. Be able to monitor the change process.	3.1 Utilise systems for monitoring the implementation of a plan for change. 3.2 Propose ways of overcoming resistance to planned change. 3.3 Evaluate the progress of a change implementation plan against SMART objectives.	<ul style="list-style-type: none"> <li>Anticipating the reaction of stakeholders; levels of authority and negotiating; establishing SMART objectives; how to establish achievable milestones, project management tools e.g. Gantt and Pert charts; the process of reviewing progress against planned objectives; contingency planning.</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	Case Study	4500 words

## Indicative Reading list

Cameron, E, Green, M. (2015). *Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change*. Kogan Page: London.

Hayes, J. (2018). *The Theory and Practice of Change Management*. Palgrave: London.

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

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

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

## Website Links

<https://www.gov.uk/government/organisations/department-for-business-energy-and-industrial-strategy>  
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## Managing Effective Intercultural Communication and Perspectives

Unit Reference Number	D/617/5000
Unit Title	Managing Effective Intercultural Communication and Perspectives
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

### Unit Aims

The aim of this unit is to develop learners' understanding of the importance of managing intercultural communication and perspectives that help to determine educational policy applicable to national and international contexts.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative Content
1. Understand the issues and theoretical constructs surrounding intercultural communication and perspectives.	1.1 Explore how an increasingly globalised and connected world necessitates dynamic communication skills. 1.2 Assess how intercultural communication has become established as an important aspect of applied linguistics. 1.3 Critically evaluate the implications this growth has for educators.	<ul style="list-style-type: none"> <li>Issues and theoretical constructs: meta/theoretical perspective e.g. critical, interpretive, social science; research context- e.g. face to face, mediated; focus, e.g. intracultural, cross cultural, intercultural; target cultural group.</li> <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</li> </ul>

		appropriate to different situations and people.
2. Understand how dimensions of culture can be barriers to effective communication.	2.1 Analyse the influences of culture on communication and perspectives. 2.2 Explain how barriers of stereotyping and ethnocentrism impede effective intercultural communication and perspectives. 2.3 Compare and contrast communication barriers between two national contexts. 2.4 Evaluate the cultural and social impact of barriers to communication in one national context.	<ul style="list-style-type: none"> <li>Barriers to effective communication: Hall's (1976) conception of high and low context cultures; Hofstede's (2001) five dimensions of cultural values; avoidance and Confucian dynamism; relate to own cultural identities and backgrounds.</li> <li>Influences: cultural and religious beliefs; education; class structure; and social priorities in education.</li> </ul>
3. Understand how to lead interaction in diverse cultural settings within academic contexts.	3.1 Define intercultural competence. 3.2 Self-assess own levels of ethnocentrism. 3.3 Examine own cultural assumptions and biases. 3.4 Summarise practical strategies to enhance own and others' intercultural competence. 3.5 Explore how to utilise positive aspects of own cultural assumptions and biases to lead positive intercultural communication.	<ul style="list-style-type: none"> <li>Interaction: stereotyping from a cognitive perspective; how stereotypes hamper face-to-face contact with others; own levels of ethnocentrism using Neuliep and McCroskey's (1997) GENE scale.</li> </ul>
4. Understand the management of intercultural communication in education.	4.1 Explore the notion of 'culture shock' in relation to managing intercultural communication in education. 4.2 Examine what is acceptable behaviour and appropriate discourse within educational settings. 4.3 Analyse how to manage the challenges associated with adopting unfamiliar communication focussed pedagogies in relation to learning. 4.4 Evaluate strategies for managing the disorientation and stress that can arise from unfamiliarity.	<ul style="list-style-type: none"> <li>Implications: 'culture shock' seen as a period of adaptation in relation to different styles and approaches used in education and training, 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 2	All under LO 1 to 2	Research and analysis report	1500 words
All 3	All under LO 3	Self-evaluation Report	1500 words
All 4	All under LO 4	Presentation	1500 words

## Indicative Reading list

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* (10<sup>th</sup> ed.). Belmont, CA: Thomson Wadsworth

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

## Website Links

[www.Dylanwiliam.net](http://www.Dylanwiliam.net)

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## Pedagogy and Practice in Education

Unit Reference Number	H/617/5001
Unit Title	Pedagogy and Practice in Education
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

### Unit Aims

The aim of this unit is to develop learners' theoretical and practical grounding in approaches to teaching and learning, related to subject pedagogic knowledge and pedagogic practices.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative content
1. Understand what is meant by subject pedagogy.	1.1 Explain subject pedagogy in own educational specialism or subject. 1.2 Analyse teaching, learning and assessment approaches relevant to own subject area. 1.3 Evaluate teaching, learning and assessment approaches potential for pedagogy.	<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> </ul>
2. Understand the nature of knowledge and its role in developing pedagogy.	2.1 Critically evaluate the relationship between policy, practice and theory 2.2 Examine how enquiry in practice can extend understanding of pedagogy.	<ul style="list-style-type: none"> <li>The nature of knowledge and its role in developing pedagogy: developing and expanding preferred learning styles, opportunities for study skills, research and directed study.</li> </ul>
3. Be able to draw on theory and research to support own	3.1 Apply pedagogic theory and practice to own practice.	<ul style="list-style-type: none"> <li>Support own pedagogic practices: identify skills strengths/ shortfall; opportunities to address skills</li> </ul>

pedagogic practices.	3.2 Improve professional practice through observation, reflection, evaluation, enquiry and collaboration. 3.3 Self-evaluate and apply learning to enhance practice.	needs; use of SWOT analysis; short- and long-term goals; inclusivity; diversity in range of styles and approaches; building understanding; recognising and addressing barriers
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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	Reports	4500 words

## 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.

## Website Links

[www.Dylanwiliam.net](http://www.Dylanwiliam.net)

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<https://www.tes.com/news/what-is-pedagogy-definition>

What is pedagogy?

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## Leading Reflective Practice in Education

Unit Reference Number	K/617/5002
Unit Title	Leading Reflective Practice in Education
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Mandatory
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 and other's roles in an educational context, leading planning for personal development.

### Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:	Indicative content
1. Understand the function of reflective practice in relation to leading the improvement of educational provision and practice.	1.1 Analyse how educational practitioners use reflective practice. 1.2 Evaluate how reflective practice influences behaviour in educational contexts. 1.3 Explore the potential advantages and disadvantages of using reflective practice. 1.4 Explain the importance of leading the engagement of reflective practice to improve own and others' skills, practice and subject knowledge.	<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 and others' knowledge, skills and practical competence.</li> </ul>
2. Understand theories and approaches for reflective practice.	2.1 Examine theories of reflective practice. 2.2 Examine approaches for reflective practice.	<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;</li> </ul>

		reflecting in and-on-action; Plan-Do-Review; SMART (specific, measurable, achievable, realistic, time-related) targets; SWOT (strengths, weaknesses, opportunities, threats) analysis.
3. Be able to develop reflective practice skills in an educational setting.	3.1 Reflect on practice using a previously discussed model. 3.2 Apply the outcomes of reflection to practice through action planning and creating a personal development plan. 3.3 Analyse how reflective practice can change own perspectives, behaviours, attitudes and approaches.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Personal Development Plan: document a process of self-analysis, personal reflection and honest appraisal of your strengths and weaknesses.                             <ul style="list-style-type: none"> <li>○ Establish purpose or direction</li> <li>○ Identify development needs</li> <li>○ Identify learning opportunities</li> <li>○ Formulate an action plan</li> <li>○ Undertake the development</li> <li>○ Record the outcomes</li> <li>○ Evaluate and review</li> </ul> </li> <li>• Reflect on own practice in promoting diversity, equality and inclusion; adapt and improve practice in response to taking part in reflection.</li> </ul>
4. Understand how to lead others in reflective practice.	4.1 Analyse the importance of supporting others' reflection and continual professional development. 4.2 Describe approaches used to facilitate other's reflective practice.	<ul style="list-style-type: none"> <li>• Supporting others in reflective practice: use of observation; feedback on practice; observation or work shadowing; practice evaluation; use of reflective journal/individual learning plan; formal self-appraisal 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 4	All under LO 1 to 4	Case Study and Personal Development Plan	4500 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.

## Website Links

<https://www.gov.uk/government/organisations/department-for-education>  
Department for Education

[www.Dylanwiliam.net](http://www.Dylanwiliam.net)  
Dylan Wiliam, professional development materials

[www.crlf.org.uk](http://www.crlf.org.uk)  
Centre for Research in Lifelong Learning



[www.excellencegateway.org.uk](http://www.excellencegateway.org.uk)

Excellence Gateway

[www.infed.org](http://www.infed.org)

Informal education

[www.cipd.co.uk/Images/reflective-practice](http://www.cipd.co.uk/Images/reflective-practice)

What is Reflective Practice? - CIPD

[www.geoffpetty.com](http://www.geoffpetty.com)

Geoff Petty, on-line teaching resources

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Office for Standards in Education

<https://set.et-foundation.co.uk/>

Society for Education and Training

# Research Methods in Education

Unit Reference Number	M/617/5003
Unit Title	Research Methods in Education
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200 Hours
Guided Learning Hours (GLH)	100 Hours
Mandatory / Optional	Mandatory
Unit Grading Structure	Pass / Fail

## Unit Aims

The aim of this unit is to develop learners' research skills to include understanding different research approaches, formulation of research proposals, planning research activity, analysing and interpreting data, and the relationship between research and evidence based practice.

## Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative content
1. Understand the relevance of research within educational contexts.	1.1 Justify the contribution of research to education provision. 1.2 Evaluate an existing piece of research relevant to education provision.	<ul style="list-style-type: none"> <li>Quality improvement, evidence, guidelines and policy.</li> </ul>
2. Understand research approaches in educational contexts.	2.1 Critically evaluate a range of research philosophies. 2.2 Examine different approaches to research.	<ul style="list-style-type: none"> <li>Ontology, epistemology, axiology, positivism; realism; interpretivism; pragmatism; and qualitative and quantitative approaches.</li> </ul>
3. Be able to plan and design a research proposal relevant to management of educational contexts.	3.1 Justify the elements of a research proposal. 3.2 Design an appropriate research proposal. 3.3 Analyse the ethical aspects of research.	<ul style="list-style-type: none"> <li>Elements: Statement of problem, literature review, conceptual framework, research question, hypothesis, terms of reference, methodology, timelines – scope of work and budget.</li> <li>Ethics: Permissions and approvals, consent, confidentiality and anonymity.</li> </ul>

4. Be able to analyse and interpret a range of data.	4.1 Explain types and sources of research data. 4.2 Analyse data using appropriate approaches. 4.3 Evaluate the significance of data and the method of collection. 4.4 Draw conclusions from data collected.	<ul style="list-style-type: none"> <li>Data collecting methods, types of data, analysis approaches, statistics packages, grounded theory, validity and reliability.</li> </ul>
5. Understand the relationship between research and evidence-based practice.	5.1 Analyse the relationship between research and evidence-based practice. 5.2 Analyse the contribution of research and evidence-based practice to decision-making.	<ul style="list-style-type: none"> <li>Integration of relevant and current expertise, values and philosophies, application of the best research evidence into teaching, learning and assessment.</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 5	All under LO 1 to 5	Research Project	4500 words

## Indicative Reading list

Bryman, R. (2012). *Social Research Methods*. OU Press: Oxford

Cresewell, J. W. (2014). *An Introduction to Mixed Methods Research*. Sage: London

Walker, I. (2010). *Research Methods and Statistics*. Palgrave: London

Bratton, J., and Gold, J. (2012). *Human Resource Management: Theory and Practice*. Palgrave Macmillan: London

Marchin, M., and Wilkinson, A. (2012). *Human Resource Management at Work*. 5<sup>th</sup> Edition. Chartered Institute of Personnel and Development: London

Myers, P., Hulks, S. and Wiggins, L. (2012). *Organisational Change: Perspectives on Theory and Practice*, OUP: Oxford

## Website Links

SCIE resources and services – SCIE

SCIE Research briefings

<https://www.gov.uk/government/organisations/department-for-business-energy-and-industrial-strategy>

Department for Business, Energy & Industrial Strategy

<https://www.gov.uk/government/organisations/department-for-education>

Department for Education

[www.crlf.org.uk](http://www.crlf.org.uk)

Centre for Research in Lifelong Learning

[www.geoffpetty.com](http://www.geoffpetty.com)

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Office for Standards in Education

<https://set.et-foundation.co.uk/>

Society for Education and Training

<https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=51427&printable=1>

Open Educational Research Assets (OPERA)

## 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).

You can call us on +44 (0)20 7118 4243 or email to [info@othm.org.uk](mailto:info@othm.org.uk)