

Wider professional practice and development in education and training

UET11

The aim of this unit is to provide you with the knowledge, understanding and skills relating to wider professional practice in education and training. You will learn about professionalism and professional values in education and training, the policy context of education and training, the impact of being accountable to stakeholders and external bodies, and the organisational context of education and training. You will also understand how to contribute to the quality improvement and quality assurance arrangements of an organisation.

Level

5

Credit value

15

GLH

50

Observation(s)

0

External Paper(s)

0



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Learning outcomes

On completion of this unit you will:

1. Understand professionalism and the influence of professional values in education and training
 2. Understand the policy context of education and training
 3. Understand the impact of accountability to stakeholders and external bodies on education and training
 4. Understand the organisational context of education and training
 5. Be able to contribute to the quality improvement and quality assurance arrangements of an organisation
3. **Tutor/Assessor guidance**
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
 4. **External paper**
There is no external paper requirement for this unit.

Evidence requirements

1. **Achieving assessment criteria**
There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.
2. **Knowledge outcomes**
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.

Developing knowledge



Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.

Learning outcome 1

Understand professionalism and the influence of professional values in education and training

You can:	Portfolio reference
a. Define the concepts of professionalism and dual professionalism in education and training	
b. Explain ways in which professional values influence own practice in own area of specialism	

Learning outcome 2

Understand the policy context of education and training

You can:	Portfolio reference
a. Explain ways in which social, political and economic factors influence education policy	
b. Analyse the impact of current educational policies on curriculum and practice in own area of specialism	

Learning outcome 3

Understand the impact of accountability to stakeholders and external bodies on education and training

You can:	Portfolio reference
a. Explain the roles of stakeholders and external bodies in education and training	
b. Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training	
c. Explain why it is important to work in partnership with employers and other stakeholders in education and training	
d. Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism	

Learning outcome 4

Understand the organisational context of education and training

You can:	Portfolio reference
a. Explain key aspects of policies, codes of practice and guidelines of an organisation	
b. Analyse the impact of organisational requirements and expectations on curriculum and practice in own area of specialism	

Learning outcome 5

Be able to contribute to the quality improvement and quality assurance arrangements of an organisation

You can:	Portfolio reference
a. Analyse the quality improvement and quality assurance arrangements of an organisation	
b. Explain the function of self-assessment and self-evaluation in the quality cycle	
c. Evaluate a learning programme taking account of the quality arrangements of an organisation	
d. Identify areas for improvement in a learning programme taking account of the outcomes of evaluation	

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Understand professionalism and the influence of professional values in education and training

Professionalism and dual professionalism:

Dual professionalism, professional association, Education and Training Foundation core values, subject specialist professional associations and core values, the nature of professionalism education and training, Initial Teacher Training (ITT) reforms and professional standards.

Influence of professional values on own practice:

Own values shaped by cultural/social/political factors, self-reflection, forms of reflection (e.g. technical or problem solving reflection, practical reflection (appraisal of the whole situation involving the assumptions/values of the reflector), critical reflections which consider the social/political context of the issue), models of reflection (e.g. Gibbs, Johns, Rolfe et al., Atkins and Murphy).

Learning outcome 2: Understand the policy context of education and training

Influence of social, political and economic factors on education policy:

National, regional and local development objectives, employment, unemployment, immigration, migration, future skill requirements, minimum skills, transferable skills, competitiveness, inspections, benchmarking, equality and diversity.

Impact of current educational policies on curriculum and practice:

The policy cycle (policy creation, policy implementation, policy monitoring, policy evaluation), pertinent government departments and policy documents relating to the lifelong learning sector, regulatory bodies (e.g. funding agencies), inspection regimes, sector skills councils and standard setting bodies, boundary spanning, monitoring potential changes in policy within the sector, staff/workforce development for dual professionalism.

Learning outcome 3: Understand the impact of accountability to stakeholders and external bodies on education and training

Stakeholders and external bodies:

Stakeholder analysis, regulatory bodies, standard setting bodies, awarding bodies, funding organisations, learners, employers.

Impacts on organisations in education and training:

Approval, endorsement, certification, standards and expectations, access to contracts and funding, codes of conduct, codes of practice, staff functions, roles and responsibilities, growth, development, continuous improvement, opportunities.

Working in partnership with employers and other stakeholders:

Factors affecting workforce development, benefits of engaging in workforce development (e.g. up-skilling staff, increased productivity, improved competitiveness, empowerment of staff etc.), networking, motivation theory (e.g. Maslow, Herzberg, McGregor).

Impact of stakeholders and external bodies on curriculum design, delivery and assessment:

Stakeholder analysis, accountability, performance measurement, benchmarking, continuous improvement, access to funding, monitoring and inspection, marketing, promotion, recognition, reward.

Learning outcome 4: Understand the organisational context of education and training

Policies, codes of practice and guidelines of an organisation:

Vision, mission, objectives, internal requirements, external requirements, responsibilities within the organisation (e.g. legislation, regulatory requirements, codes of practice, health and safety, equality and diversity, safeguarding, data protection, record keeping).

Impact of organisational requirements and expectations on curriculum and practice:

Organisational policy and practice, evaluation theory (e.g. Kirkpatrick, Brookfield), use feedback from a range of suitable sources (e.g. learners, work-based assessor, peer, tutor observation, management), learner and programme evaluation (quantitative and qualitative information).

Learning outcome 5: Be able to contribute to the quality improvement and quality assurance arrangements of an organisation

Quality improvement and quality assurance arrangements of organisation:

Organisational policy and practice, data protection, awarding body requirements, regulatory and funding agency requirements, audit trails, internal quality assurance (IQA), external quality assurance (EQA), organisational self-assessment report (SAR) and development plans, benchmarking, milestones, outcomes.

Function of self-assessment and self-evaluation in the quality cycle:

The quality cycle (plan, do, check, act), assessment for learning, assessment of learning, evaluation of teaching and learning, use qualitative and quantitative information, evaluation theory (e.g. Kirkpatrick, Brookfield), use of feedback from a range of suitable sources (e.g. learners, peer, tutor, manager), continuous quality improvement.

Learning programme:

Organisational policy and practice, evaluation theory (e.g. Kirkpatrick, Brookfield), use feedback from a range of suitable sources (e.g. learners, work-based assessor, peer, tutor observation, management), learner and programme evaluation (qualitative information).

Areas for improvement:

Quality improvement plans, action planning, SMART objectives (specific, measurable, achievable, relevant, timely), strengths and limitations of organisations and own skills and knowledge (experience, qualifications, current skills and knowledge), liaison with other agencies and learning professionals, current research relating to professional practice.

Notes

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Notes

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