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| **STUDENT NAME AND ID NUMBER:** | |
| **Qualification** | Pearson BTEC Level 5 Diploma inEducation and Training |
| **Academic Year** | 2022-2023 (September 22 Cohort) |
| **Unit Number and Name** | Unit 4: Wider Professional Practice and Development in Education and Training |
| **Unit Leader** |  |
| **Assignment Title** | Unit 4: Wider Professional Practice and Development in Education and Training |
| **Type of Assignment** | Summative |
| **Weighting** | 100% |
| **Issue Date** |  |
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| **Summative Submission Date** |  |
| **Assessors** | Paul Danha | Kweku Amankwa | Husami Helmi | Susan Shercliff |Tasnim Jahan |
| **IV** | | Tony Attwood | |

## Student Declaration

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| This is to confirm that this submission is my own work, produced without any external help except for acceptable support from my lecturer. It has not been copied from any other  person’s work (published or unpublished) and has not previously been submitted for assessment either at GBS or elsewhere.  I confirm that I have read and understood the ‘GBS Academic Good Practice and Academic  Misconduct: Policy and Procedure’ :  <https://globalbanking.ac.uk/about-us/our-policies/> | |
| **Student Name (print)** |  |
| **Signature** |  |
| **Date** |  |

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| ASSIGNMENT BRIEF AND GUIDANCE |
| **This assignment includes two tasks.**   * **Task 1: Individual Report (1500 words).**      * **Task 2: Individual presentation. (10-15 minutes)**   **Both tasks need to be uploaded on Turnitin.** |

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| **Unit 4 learning Outcomes** |
| **LO1: Demonstrate understanding of professionalism and the influence of professional values in education and training sector.**  **LO2: Develop understanding of the policy context of education and training sector.**  **LO3: Exhibit understanding of the impact of accountability to stakeholders and external bodies in education and training sector.**  **LO4: Understand the organisational context of education and training sector.**  **LO5: Be able to contribute to the quality improvement and quality assurance arrangements of own organisation** |

TASK 1- Individual Report - (LO1, LO2, LO4)

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| **Learning Outcomes** |
| **LO1: Demonstrate understanding of professionalism and the influence of professional values in education and training sector.**  **LO2: Develop understanding of the policy context of education and training sector. LO4: Understand the organisational context of education and training sector.** |

## Task 1 description:

In this assignment, you should write a report that demonstrates your understanding of professionalism, dual professionalism, policy, and practice in the context of your choice. In addition to showing your understanding of these points in a wider context, **it is essential that you include examples from your own experiences.**

**Your report could be structured as follows:**

# Introduction (100 words)

Professionalism and dual professionalism in education and training (400 words) Social, political, and economic factors in education policy (400 words)

# Policies, codes of practice, and guidelines (400 words) Conclusion 200 words

## Task 1 assignment criteria: Evidence – written report with reference (Word count 1500 words appx)

You will be required to demonstrate your understanding of professionalism, policy, and practice in the context of your choice. You will need to draw on your own experiences and knowledge of your area of specialism to address the following criteria:

* 1. Define the concept of professionalism and dual professionalism in education and training
  2. Explain ways in which your own professional values influence your practice in an area of specialism
  3. Explain ways in which social, political, and economic factors influence education policy
  4. Analyse the impact of current educational policies on curriculum and practice in your own area of specialism
  5. Explain key aspects of policies, codes of practice, and guidelines of an organisation
  6. Analyse the impact of organizational requirements and expectations on curriculum practice in your own area of specialism

## Important:

Your work must include information from reliable sources. You must follow the Pearson Harvard referencing style. You MUST include all the references mentioned in the compulsory reading list.

TASK 2- Individual Presentation- approx. 10 15 mins (LO3, LO5)

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| **Learning Outcomes** |
| **LO3: Exhibit understanding of the impact of accountability to stakeholders and external bodies in education and training sector.**  **LO5: Be able to contribute to the quality improvement and quality assurance arrangements of own organisation** |

## Task 2 Description: Make an individual slide presentation (10-15 minutes) Your presentation should cover the following points as specified below:

**Task 2 assignment criteria:**

* 1. Explain the roles of stakeholders and external bodies in education and training.
  2. Explain how being accountable to stakeholders and external bodies impacts on organizations in education and training.
  3. Explain why it is important to work in partnership with employers and other stakeholders in education and training.
  4. Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery, and assessment in own area of specialism.
  5. Analyse the quality improvement and quality assurance arrangements of own organization.
  6. Explain the function of self-assessment and self-evaluation and the quality cycle.
  7. Evaluate a learning program taking account of the quality maintenance of own organization.
  8. Identify areas for improvement in the learning program taking account of the outcomes of evaluation

Pearson BTEC Level 5 Diploma in Education and Training –

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| **Academic Integrity (Note to avoid Plagiarism)** |
| Academic integrity is a fundamental expectation for all college/university students and while it is acknowledged that mitigating circumstances might be raised as factors in student behaviour, cheating cannotbe disregarded. GBS definition of plagiarism, as contained in GBS Academic Good Practice and Academic Misconduct Policy and Procedure, has been expanded to make explicit that copying from texts or web sources and copying work from other students constitutes plagiarism.  *“Plagiarism is the act of taking or copying someone else’s work, including another student’s, and presenting it as if it were your own. Plagiarism is said to occur when ideas, texts, theories, data, created artistic artefacts or other material are presented without acknowledgement so that the person considering this work is given the impression that what they have before them is the student’s own original work when it is not. Plagiarism also occurs where a student’s own work is re-presented without being properly referenced. Plagiarism is a form of cheating and is a disciplinary offence.”*  Plagiarism is easy to avoid by making sure you reference all the sources of material that you use in the completion of your work. Pearson has developed Guidelines on **Harvard Referencing** which are available in Academic Support Area for Students on Moodle (VLE) as well as on respective unit pages.  If you are concerned about referencing techniques, please draw the matter to your Unit Lecturer or Academic Support Team on [academicsupport@globalbanking.ac.uk](mailto:academicsupport@globalbanking.ac.uk) so that you may receive extra advice.  Group coursework may be designed so that the contribution of each student is identifiable, but inclusion of plagiarised material is still the responsibility of the whole group. All members of the group should exercise vigilance to ensure that work is properly referenced; in groupwork, students  have a shared responsibility for the assignment. |

## Some suggested reading (see below for further details)

1. Department for Education. (2018). Teachers' standards. Retrieved from <https://www.gov.uk/government/publications/teachers-standards>
2. Department for Education. (2019). Initial teacher training (ITT): Core content framework. Retrieved from <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>
3. Department for Education. (2019). Teacher recruitment and retention strategy. Retrieved from <https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>
4. Education Endowment Foundation. (2021). Covid-19 support guide for schools. Retrieved from <https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/>
5. Equality Act 2010 (c 15). Available at: <https://www.legislation.gov.uk/ukpga/2010/15/contents>(Accessed: 4 April 2023).
6. *JCQ Joint Council for Qualifications (2022)*. Available at: [https://www.jcq.org.uk/wp-](https://www.jcq.org.uk/wp-content/uploads/2021/07/JCQ-Guidance-for-Students-and-Parents-on-Summer-2021.pdf) [content/uploads/2021/07/JCQ-Guidance-for-Students-and-Parents-on-Summer-2021.pdf](https://www.jcq.org.uk/wp-content/uploads/2021/07/JCQ-Guidance-for-Students-and-Parents-on-Summer-2021.pdf) (Accessed: March 13, 2023).
7. OECD. (2019). TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners [Government report]. UK Government. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/919064/T](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/919064/TALIS_2018_research.pdf) [ALIS\_2018\_research.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/919064/TALIS_2018_research.pdf)
8. Ofsted. (2019). Education inspection framework. Retrieved from <https://www.gov.uk/government/publications/education-inspection-framework>
9. Skills for jobs white paper (2021) Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/957856/Skills\_f or\_jobs\_lifelong\_learning\_for\_opportunity\_and\_growth web\_version\_.pdf

1. *T levels* (no date) *T Levels | National Careers Service*. Available at:

https://nationalcareers.service.gov.uk/explore-your-education-and-training-choices/t-levels (Accessed: 20

May 2023).

**The above sources can provide a range of perspectives and evidence to support the report's analysis and recommendations.**

1. Department for Education. (2018). Teachers' standards: This source can be used to define and explore the concept of professionalism in education and training. The report can refer to the Teachers' Standards as a key example of a policy document that sets out expectations for teachers' conduct, knowledge, and skills.
2. The Initial Teacher Training (ITT): Core Content Framework document provides information on the knowledge and skills required for new teachers in England. Specifically, the document outlines the content that should be included in initial teacher training courses, including key elements such as subject knowledge, teaching methods, assessment, and professional values. You could use the framework as a basis for outlining the knowledge and skills that new teachers should possess, and consider how these might be adapted or expanded to meet the needs of teachers and trainers working in diverse educational contexts. You can explore the

professional values outlined in the framework (such as respect, honesty, and integrity) and discuss how they can

be incorporated into teacher training programs and put into practice in diverse educational settings. The framework might be used to inform quality improvement and assurance arrangements in teacher training programs, and explore ways in which its recommendations could be implemented in practice.

1. The Teacher Recruitment and Retention Strategy is a government document that outlines the UK government's strategy for recruiting and retaining teachers, with a focus on addressing shortages in key subject areas and improving teacher wellbeing. You could use this document to analyze the factors that contribute to teacher shortages and high turnover rates, and consider how teacher training programs can address these issues by providing the skills and support that teachers need to succeed in the profession. You could explore the government's approach to improving teacher wellbeing, and consider how teacher training programs can incorporate strategies for supporting teacher mental health and work-life balance. You could investigate the government's priorities for recruiting and retaining teachers in key subject areas (such as STEM subjects), and consider how teacher training programs can be tailored to address these specific needs. You could use it to look at the impact of funding cuts and workload pressures on the teaching profession, and explore ways in which teacher training programs can address these issues.
2. Ofsted. (2019). Education inspection framework: This source can be used to explore the impact of social, political, and economic factors on education policy in the UK. The report can refer to the new inspection framework and how it reflects the current government priorities and agenda, as well as the impact of these changes on schools and teachers.
3. Education Endowment Foundation. (2021). Covid-19 support guide for schools: This source can be used to examine the impact of the pandemic on education and training in the UK. The report can discuss how schools and teachers have adapted to remote and blended learning, as well as the challenges and opportunities presented by these changes.
4. The Equality Act (2010) can be used to address any of the learning outcomes in the report.
5. Joint Council for Qualifications. (2020). Guidance for teachers, students, parents and carers: GCSEs and AS/A levels in England summer 2021: This source can be used to examine the impact of assessment and exams on education and training in the UK, and how this impacts the professional development of teachers and learners. The report can discuss the challenges and opportunities presented by changes in assessment, including the move towards more teacher assessment and the use of technology.
6. OECD (2022). Teacher workload and professional development in England's secondary schools: Evidence from TALIS 2018: This source can be used to explore the concept of dual professionalism and the importance of continuous professional development in education and training. The report can refer to the findings of the research and how they reflect the challenges and opportunities faced by teachers in terms of workload, career development, and work-life balance.
7. The "Skills for Jobs White Paper" was a government policy document released by the UK government in January 2021. The paper aimed to address the skills gap and improve the country's post-16 education and training system. It outlined several key measures and strategies to achieve these goals.The document highlighted the importance of technical education, vocational training, and apprenticeships in equipping individuals with the skills needed for a rapidly evolving job market. It emphasized collaboration between educational institutions, employers, and industry experts to design relevant and high-quality training programs.
8. T-levels are a type of vocational qualification introduced by the UK government to provide young people with

technical skills and knowledge needed for various industries. These qualifications combine classroom learning with on-the-job experience, aiming to bridge the gap between academic education and practical skills.

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| **Learning outcomes** | | **Assessment criteria** | | **Unit amplification** | **Delivery guidance** |
| 1 | Understand professionalism and the influence of professional values in education and training | 1.1 | Define the concept of professionalism and dual professionalism in education and training | * Professionalism, e.g., autonomy, code of conduct, roles and responsibilities, concepts of leadership, national bodies, national professionalstandards, professional recognition, higher qualifications. * Dual professionalism, e.g., specialist area plus specialist teaching; membership of professional bodies, e.g., Institute for Learning, Qualified Teacher Learning and Skills status (QTLS), National Professional   Standards. | * Tutor presentation * Individual activity followed bysmall group discussion * Tutor-led discussion |
| 1.2 | Explain ways in which own professional values influence own practice in an area of specialism | □ Impact of professional values*,* e.g., meeting organisational policies and procedures, audit of competence, promoting quality in teaching and learning,expectation for high standards, establishing and sharing best practice, updating specialist knowledge and skills, working to current awardingorganisation requirements, targets for raising personal standards, engaging in CPD opportunities inimproving professional  qualifications. | * Case studies in areas ofspecialism |
| * Small group-work followed byfeed- back and whole-group discussion |

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| **Learning outcomes** | | **Assessment criteria** | | **Unit amplification** | **Delivery guidance** |  |
| 2 | Understand the pol-icy context of education and training | 2.1 | Explain ways in which social, political, and economic factors in- fluence education policy | * Social factors, e.g., raising standards, promoting widening participation, not in education, employment or training (NEETS), engaging under-represented groups, addressing differences in performance between minority groups, engaging and identifying community composition and needs, responding to impact of migration and immigration, supporting local initiatives. * Political factors, e.g., economic growth and prosperity agenda, community regeneration; analysis of educational policies in terms of ideological underpinning, influence of national events on educational policy; national and devolved government responsibility for economic, business and skills development; European union, government legislation. * Economic factors, e.g., reflecting local   employmentneeds, identifying, and addressing local and regional skills gaps, | * Tutor presentation * Tutor-led discussion |  |

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|  |  |  |  | establishing links with commercial and business activity, responding to and promoting employment opportunities, partnerships and collaboration, impact of globalisation on business needs, responding to evolving and priority sectors, changing workforce demographics, encouraging investment. |  |

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| **Learning outcomes** | | **Assessment criteria** | | **Unit amplification** | **Delivery guidance** |
|  |  | 2.2 | Analyse the impact of current educational policies on curriculum and practice in own area ofspecialism | * Impact of policy on curriculum, e.g., creating curriculum framework, programmes of study, raising school age, promoting literacy and numeracy, promoting vocational qualifications, learning for employment, wider skills. * Impact of policy on practice, e.g., assessment of learning through standardisation of qualifications,setting inspection standards and targets, addressing target and performance indicators, bench- marking in line with national sampling strategies requirement for quality assurance (QA)   and improvement (QI). | * Individual research * Individual presentations * Whole-group discussion * Tutor summary to address specific aspects and promote further research |

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| 3 | Understand the im- pact of accountabilityto stakeholders and external bodies in education and training | 3.1 | Explain the roles of stakeholders and external bodies in education and training | * Stakeholders, e.g., external customers, suppliers, internal staff, senior management, parents, students, awarding organisation, employers, further or higher education providers, training providers * Roles, e.g., building expertise, specialist staff, physical and human resources, customer support,IT support, marketing, sponsorship, or grants,   finance, work experience, progression. | Tutor presentation  Small-group activities in preparation for group presentations |

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| **Learning outcomes** | **Assessment criteria** | **Unit amplification** | **Delivery guidance** |

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|  |  | 3.2 | Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training | □ Impact of accountability, e.g., meeting targets, qualified and experienced staff, policies and procedures, clarity of reporting, national vocational standards, offering nationally recognised qualifications, awarding organisation requirements, responsive to stakeholders, buildingreputations, offering tailor-made qualifications, building links with industry, work-based learning,staff development for  professional or vocational updating | * Tutor input * Paired research * Visiting speaker(s) |

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|  |  | 3.3 | Explain why it is important to work in partnership with employers and other stakeholders in education and training | * Partnerships with employers, e.g., ensuring currency and validity of qualifications, workplace assessment opportunities, sharing resources, liaising to meet student needs and assessment requirements, minimising risks associated with placements, quality assuring programmes, progression opportunities. * Partnerships with other stakeholders, e.g., schools, collaborative programmes, vocationalcourses, progression routes, alternative learning routes; parents, e.g., Reporting on learner progress, community learning projects; awarding bodies, e.g.,meeting assessment and verification requirements,qualification   and resource development, staff development. | * Individual reflection * Group discussion of case studiesgenerated from individual experiences |

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| **Learning outcomes** | | **Assessment criteria** | | **Unit amplification** | **Delivery guidance** |
|  |  | 3.4 | Analyse the impact of being ac- countable to stakeholders and ex-ternal bodies on curriculum de- sign, delivery, and assessment in own area of specialism. | * Impact on curriculum design, e.g., meeting needsof stakeholders, tailor- made programmes, qualifications reflecting occupational needs, opportunities for progression, national standards, integrating wider skills, use of new and developingtechnologies. * Impact on delivery and assessment, e.g., flexible,and blended learning, integrated learning opportunities, work-based learning and assessment, meeting awarding organisation standards, alternative approaches to assessment,rigorous management of assessment and qualityassurance   procedures, | * Individual research * Reflective activity, e.g., individuallearning record or personal development journal |

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| 4 | Understand the organisational con- text of education and training | 4.1 | Explain key aspects of policies,codes of practice and guidelines of an organisation | □ Polices*,* e.g., accessibility, equality and diversity, health and safety, confidentiality, transparency of management, organisational responses to new Common Inspection Framework, identified rolesand responsibilities, observation of teaching, assessment policies, learner support provision, shar ing and support for best practice, integrated approaches, staff satisfaction. | * Individually prepared case studies based on own organisation * Small-group review of   organisational policies   * Specialist speaker/s |

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| **Learning outcomes** | | **Assessment criteria** | | **Unit amplification** | **Delivery guidance** |
|  |  | 4.2 | Analyse the impact of organisational requirements and expecta tions on curriculum practice in own area of specialism | * Requirements, e.g., addressing individual and collective responsibilities, meeting health and safety requirements, promoting diversity and equality of opportunity, integration of minimum core, contribute to verification processes, maintaining planning documentation, secure maintenance of student records, approved workplace practices. * Expectations, e.g., personal, and professional up-dating, evaluation of practice, review currency of personal skills, working with others, identifying areas for improvement (TNA), researching own curriculum areas, use   of new and developing technologies. | * Individual research * Written assignment |

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| 5 | Be able to contributeto the quality improvement and quality assurance arrangements of ownorganisation | 5.1 | Analyse the quality improvement and quality assurance arrangements of own organisation | * Quality improvement, e.g., quality improvement plan, sharing best practice (Advanced Practitioners,peer observations), staff mentoring, in- service training, creating opportunities for promotion andpersonal development. * Quality assurance, e.g., standardised proforma andcourse files, verification of documentation and assessment, course review, observation scheme, achievement prediction and tracking, self-assessment review, annual staff   review. | * In-tray exercise or simulation todesign a rigorous IQA system * Small-group presentations |

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| **Learning outcomes** | **Assessment criteria** | **Unit amplification** | **Delivery guidance** |

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|  |  | 5.2 | Explain the function of self-as- sessment and self-evaluation and the quality cycle | Self-assessment, e.g., informal session and course evaluation, formal self-assessment review, using feedback from others to inform practice.  Quality cycle, e.g., respond to student feedback, identify opportunities for change, implement change and evaluate, identify modification of fu- ture delivery, measure impact of change | * Individual reflective activity * Case studies |
| 5.3 | Evaluate a learning pro- gramme taking account of the quality maintenance of own organisation | Evaluate a learning programme, e.g., learner sur- veys, focus groups, formal and informal learner feedback, team review, early review to check meeting expectations, on-programme to ensure sat- isfaction, reactive in response to concerns, meeting targets, learner achievement records, value-added rates, opportunities for action planning | * Small group activities based on in-   tray exercise   * Specialist speaker |

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|  |  | 5.4 | Identify areas for improve-ment in the learning pro- gramme taking account ofthe outcomes of evaluation | □ Evaluation outcomes, e.g. outcomes of course evaluations, student survey data, benchmarked re-tention, achievement and success data, value- added achievement, student progression data, self-assessment report (SAR), teaching team feedback,feedback from stakeholders, feedback from inter-nal and external verification, discuss findings withline manager to implement change, share need forchange with those  responsible for quality assur- ance. | * Individual research * Individual presentations * Whole-group discussion |

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| **earning outcomes** | | **Assessment criteria** | | **Unit amplification** | **Delivery guidance** |
|  |  |  |  | □ Areas for improvement, e.g., plan changes in delivery approaches, new delivery techniques,development of resources, use of new technol-ogies or online resources, more flexible ap- proaches to improve access to programme, op-portunities for staff development, collaborating with stakeholders. |  |