**TASK A- RESEARCH REPORT**

**Overview**

The below topic has covered the concept of dual professionalism and professionalism in training and education. Different factors that influence the educational policies of the UK and key aspects of educational policies are also summarised in the below topics.

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# Introduction

The below topic aims to reflect the development of education and training in a professional way and construct key aspects such as policies, code of practices and guidance on an organisation. The social, political and economic factors that influence educational policy will be developed in the below topics.

# Main body

## Concept of professionalism and dual professionalism in education and training

Houle and Millersen of professionalism in education and training emphasise the importance of both occupational and dual professionalism. Occupational professionalism refers to the knowledge, skill and ethical standards specific to a particular profession such as teaching. It involves expertise in delivering quality instructions, managing classrooms and developing curriculum (Paisey and Paisey, 2020). On the other hand, dual professionalism highlights the need for educators and trainers to also possess broader skills beyond their specific fields, such as leadership, communication and continuous professional development. The dual professionalism indicates that the trainers and educators not only excel in their skills but are also involved in a different field for other guidance.

## Own professional and organisational value

I have to consider developing my own professional and organisational values as values are essential for success in any professional setting. In my concern, professional values refer to principles and beliefs that guide individual actions and decisions in their work, while my organisational value is the shared principles and beliefs that shape the culture and practices of a workplace. It’s important for me to reflect on my personal beliefs, ethics and priorities and align them with the goal and expectation of professionalism. Engaging with different people lead me to have better conversation and increase relation which can reflect in sharing of ideas and data for future benefits.

## Factors influence educational policy

### SOCIAL

Social factors such as culture, employment status and educational history lead to improving the educational system and driving better facilities for the people. It also leads to influence the priorities of demand of stakeholders included in the educational society. Social leads impact the decision-making by policymakers and influence positively the educational society (Merhi, Hone and Tarhini, 2019).

### POLITICAL

The political factor that influences educational policy includes potential ideology, party platforms, government leadership and legislative processes. The factor that shapes the policy agenda determines funding allocation and impacts decision-making regarding curricular assessment and resources allocated in education (Mzangwa, 2019).

### ECONOMIC

Economic factors such as funding and current economic policies play important roles in the educational system. Economic conditions impact the resources allocated to resources in educational programmes, such as more funding can lead to improving the culture of educational society (Comunian and England, 2020).

## A key aspect of following in an organisation

### Policies

Policies include the data protection process, health and safety, equality and diversity which directly influence the regard of educational organisations. Universities and colleges of the UK lead to provide safety to their students for their better safety in their educational process.

### Code of practices

The educational organisation of the UK has the best code of practices that enables educators to keep an eye on the behaviour and the technological presence of the economy. Equal facilities and technological development in the UK education system lead to encouraging the students attract towards a better-educated society and develop their learning outcomes.

### Guidelines

Guidelines are the key aspect of the educational policy as they provide direction, framework and standards for educational institutions, teachers, students and other stakeholders. Guidelines cover the need for changes that can be implemented in the UK educational system by funding, local authorities and awarding organisations.

# Findings

As per the findings, it can be known that the UK government has implemented different EdTech facilities for the educational society and also developed digital technologies to increase an educational facilities. The government also influence the teacher requirement programme that helps to promote FE teaching professions and also leads to attracting new teachers through different pathways. Leadership Hub provides skill development programmes for managers, leaders and those who are involved in governance (The Education and Training Foundation, 2022). The government also provides a facility of safeguard and preventing learners to keep them safe from different unauthorised substances and keep everything within the law.

# Conclusion

From the above topic, it can be concluded that an increase in leadership guidance can be undertaken by different stakeholders and an increase in the potentiality of educators to develop the educational system of the UK. Developing technologies needs to be addressed to increase the educational facility for the students. Digital learning is acceptable by the UK government to develop the work process involved with different facilities.

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