Module 4 DHQ9230 & DHQ9235 Policy and Professional Issues

Overview

The module will develop your understanding of policy and issues relating to professionalism in lifelong learning. You will explore the impact of policy on professional practice and curriculum developments, drawing on appropriate evidence to evaluate professional practice and discuss possible improvements (worth 50% of the module). You will also discuss key issues of professionalism in lifelong learning, including debates on reflective practice and a discussion of your own educational values and the extent to which these promote social justice (worth 50% of the module).

There are two assignments and you will need to complete both of them.

You will need to show that you have addressed all of the module outcomes. The assignment elements are designed to enable you to do this. The assignment outcomes are as follows:

Learning Outcomes

Knowledge and Understanding

1 Demonstrate an understanding of professionalism in the context of curriculum development.

2 Discuss relevant social and cultural perspectives on educational policy in Lifelong Learning.

3 Analyse evidence-based research in own curriculum area.

4 Contextualise professionalism and related values in education.

5 Analyse educational philosophies in Lifelong Learning.

6 Debate reflective practice.

Abilities:

1 Contextualise professional standards to own pedagogical approach within the subject specialism.

2 Identify links between research-informed practice and curriculum development.

3 Engage with academic literature on curriculum, professionalism and subject specialism.

4 Appraise the development of own values and professional standards in relation to social justice.

Assignment 1 **(1500 words equivalent)**

Produce and present a digital presentation* detailing the work you have undertaken to analyse evidence-based research and practice including the influence, or potential influence, of policy: in your professional context; and in relation to your educational values or philosophy. Supporting materials equivalent to 1500 words from the presentation will be uploaded to your personal development portfolio as part of the assessment (Outcomes K&U 3, 4 & 5; A1, 2, 3 & 4).

* Examples of a digital presentation may include (but are not limited to):

- A Prezi presentation
- A digital poster
- An interactive PowerPoint presentation
- A virtual presentation delivered online

Assignment 2 **(4500 words)**

You are required to produce a professional issues assignment of approx. 4500 words in which you will:

- Review debates relating to your own professional context in lifelong learning;
- Discuss notions of curriculum, social and cultural diversity, equality of opportunity and inclusion in your own context;
- Critically discuss concepts of reflective practice and debate their role in teacher professionalism;
- Evaluate the development of your own values and dispositions during the period of teacher identity formation. (Outcomes K1, 2, 4, 6; A2, 3, 4).

In order to complete assignment 2, you will need to develop a writing frame* for your assignment, negotiated with your tutor, that details the structure of the assignment and how you will meet the learning outcomes.

* Examples of writing frames are available on Brightspace.

Knowledge and Understanding:		
Learning Outcomes	**How you might address them in your assignment**	**Which ETF Professional Standards (PS) you might address**
KU1 Demonstrate an understanding of professionalism in the context of curriculum development.	**Assignment 2** - Reviewing debates relating to your own professional context. Discussing notions of curriculum. Critically discussing concepts of reflective practice and debating their role in teacher professionalism.	**PS12** Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.
KU2 Discuss relevant social and cultural perspectives on educational policy	**Assignment 2** - Discussing notions of curriculum, social and cultural diversity, equality of opportunity and inclusion in your context.	**PS5** Value and champion diversity, equality of opportunity, inclusion and social equity.

in Lifelong Learning.		
KU3 Analyse evidence-based research in own curriculum area.	**Assignment 1** – Detailing the work you have undertaken to analyse evidence-based research and practice as part of your presentation.	**PS8** Develop and update knowledge of your subject specialism, taking account of new practices, research and industry requirements. **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.
KU4 Contextualise professionalism and related values in education.	**Assignment 1** – Detailing your educational values and the influence of policy in your professional context. **Assignment 2** – Evaluate the development of your own values and dispositions and reviewing debates relating to your own professional context.	**PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes. **PS12** Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.
KU5 Analyse educational philosophies in Lifelong Learning.	**Assignment 1** – Analysing your educational values or philosophy in relation to your professional context.	**PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes. **PS5** Value and champion diversity, equality of opportunity, inclusion and social equity. **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.
KU6 Debate reflective practice.	**Assignment 2** – Critically discussing concepts of reflective practice and debating their role in teacher professionalism.	**PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes. **PS12** Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.
Abilities:		
A1Contextualise professional standards to own pedagogical approach within the subject specialism.	**Assignment 1** – Detailing how evidence-based research, policy and practice influences your professional context.	**PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes. **PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.

A2 Identify links between research-informed practice and curriculum development.	Assignment 1 - Detailing the work you have undertaken to analyse evidence-based research and practice as part of your presentation. Assignment 2 – Discussing the notion of curriculum in your own context.	PS8 Develop and update knowledge of your subject specialism, taking account of new practices, research and industry requirements. PS9 Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.
A3 Engage with academic literature on curriculum, professionalism and subject specialism.	Assignment 1 & 2 – Both assignments should be supported by engagement with pedagogical and subject specific literature.	PS8 Develop and update knowledge of your subject specialism, taking account of new practices, research and industry requirements. PS9 Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.
A4 Appraise the development of own values and professional standards in relation to social justice.	Assignment 1 – detailing how your professional values and philosophy have been developed and influenced by evidence-based research, policy and practice. Assignment 2 – Discussing notions of social and cultural diversity, equality of opportunity and inclusion in your own context; and evaluating the development of your own values and dispositions during the period of teacher identity formation.	PS1 Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes. PS5 Value and champion diversity, equality of opportunity, inclusion and social equity.

Honours Assessment Criteria

All assessment tasks should:

- Meet all module learning outcomes

- Demonstrate effective practical, professional and reflective skills, knowledge and values in own subject area

- Synthesise relevant reading

- Demonstrate systematic and well-developed understanding of key issues

- Analyse the application of theory to practice where appropriate

- Be written and presented in a clear academic style

All assessment tasks must be passed.

Grading of modules

The course as a whole is graded Pass or Fail

All modules are graded Pass or Fail.

Professional Graduate Certificate in Education Course Outcomes

A: Knowledge and Understanding Outcomes
1. Analyse pedagogical issues and principles in own specialist area
2. Analyse principles underlying the planning and implementation of teaching and learning and assessment
3. Analyse issues of equality and diversity, inclusion and social justice in lifelong learning
4. Analyse pedagogical issues relating to the use of English, maths and digital technologies in teaching and learning
5. Analyse policy context and its impact on practice, curriculum design, delivery and evaluation
6. Analyse the nature of professionalism in education.
B: Intellectual/Cognitive Outcomes
1. Integrate and learn from theory and practice by using appropriate literature to justify professional practice and development
2. Critically analyse the concept of reflective practice and its contribution to teacher learning and development
3. Use concepts of reflective practice and reflexivity to critically reflect on own learning and development
4. Critically analyse a range of professional and academic debates to accurately assess own professional development and identify realistic and demanding targets for own professional development.
5. Analyse research findings and professional debates to design, plan, implement and evaluate appropriate learning programmes
6. Critically analyse important issues both in the field of lifelong learning, the social, political and cultural landscape more widely.
C: Professional and Practical Outcomes
1. Work effectively in a professional role consistent with appropriate standards of conduct for the sector and be a positive role model to students
2. Design, plan, teach, assess and evaluate learning programmes, making appropriate use of English, maths and digital technologies.
3. Demonstrate expertise and skill in inclusively facilitating and supporting learning, monitoring progress and providing guidance
4. Demonstrate a suitable level of subject/vocational knowledge and engage in developmental activities to maintain expertise and currency

5.	Demonstrate a commitment to developing a wider range of skills which might be used in a wide variety of employment settings.
D: Key transferable Outcomes	
1.	Demonstrate an inclusive approach which values equality and diversity in all written work, professional teaching and/or training experience and day to day involvement in the course
2.	Demonstrate an appropriate level of personal skills and understanding and use and apply these skills in academic writing, English, maths and digital technologies
3.	Communicate effectively using a range of media
4.	Demonstrate appropriate skills in analysing information and numerical data gathered from a variety of sources.
5.	Draw on a range of sources including observation feedback, observing others teach, mentor and subject specialist feedback to evaluate own teaching effectiveness and establish own development targets
6.	Work effectively with other people.
7.	Demonstrate problem solving skills
8.	Investigate employment opportunities.

Professional Conduct

As a trainee teacher in a professional setting, you will be expected to become familiar with and conduct yourself in line with relevant professional requirements and expectations, policies and procedures and codes of conduct relating to the University and your centre of study, the setting in which you are teaching, the course requirements and the Professional Standards.

Statement on Fitness to Practise

As a student on this course you are working towards a professional qualification, an entitlement to practise, and or registration with a Professional Statutory or Regulatory Body (PSRB).Therefore, you are required to comply with the Fitness to Practise regulations which have been developed to address issues of professional suitability and misconduct. Matters covered under these regulations relate to your health and or conduct which affect your fitness to practise at all times during your studies with us, and may include your behaviour online and in social settings. Examples of breach of professional standards include, failure to disclose a criminal offence committed after enrolment, non-attendance, persistent lateness, bullying and harassment, viewing inappropriate material, all forms of dishonesty and misrepresentation, issues relating to safeguarding children and vulnerable adults and referral for some academic integrity offences. This list is not exhaustive but these regulations relate to inappropriate and unprofessional behaviour and behaviour which would bring the profession into disrepute.

You should seek impartial advice from the Student Union if you are involved in a fitness to practise matter.

More information on Fitness to Practise is available at https://www.hud.ac.uk/registry/current-students/taughtstudents/fitnesstopractise/

Qualified Teacher Learning and Skills (QTLS)

Qualified Teacher Learning and Skills (QTLS) is a professional status which can be gained by successfully completing a period of professional formation **AFTER** completing a qualifying certificate at level 5 or above Initial Teacher Education qualification such as PGCE, Cert Ed, PGDipE (Lifelong Learning/FE) or other level 5 Diploma in Education and Training (DET) of 120 credits and whilst teaching in further education and training settings**.**

To gain QTLS you must have:

- a qualifying certificate at level 5 or above Initial Teacher Education qualification such as PGCE, Cert Ed, PGDipE (Lifelong Learning/FE)
- evidence of Level 2 in maths and English.
- If you teach maths or English (numeracy, GCSE or Functional Skills) in the FE and skills sector, you will also need to hold maths and English qualifications at a minimum of level 3, such as 'A' Level Maths or English or Level 3 Award in Mathematics for Numeracy teaching or Level 3 Award in English for Literacy and Language teaching
- employment in the sector which enables a period of professional formation

Candidates for QTLS must be a member of The Society for Education and Training (SET), which is the professional membership organisation for practitioners working in the (usually post 16) Education and Training sector. It is not a requirement to join, but Society for the Education and Training maintains a register of members who have:

- successfully completed a period of professional formation and achieved Qualified Teacher Learning and Skills (QTLS) status
- have remained in good standing by completing effective continuing professional development (CPD) annually
- adhered to the Code of Professional Practice

Further information can be found at https://set.et-foundation.co.uk/professionalism/qtls/what-is-qtls/

Equivalence with QTS

From 2012, https://www.gov.uk/guidance/qualified-teacher-status-qts members of the Society for Education and Training (SET), formerly the Institute for Learning (IfL) with Qualified Teacher Learning and Skills (QTLS) status have been recognised as qualified to teach in schools **without any further induction requirements.** Schools and local authorities remain responsible for decisions on employing QTLS holders, and SET maintains the national register of QTLS holders, including those teaching in schools.

For further information https://set.et-foundation.co.uk/professionalism/gaining-qtls/equivalence-of-qtls-and-qts/

Teacher reference numbers are not issued in the Lifelong Learning/ Education and Training sector.