



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

Level 4 Diploma in Education and  
Training

Level 5 Extended Diploma in  
Education and Training Management

Specification (For Centres)

January 2024

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## About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

### Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills.
- develop and encourage problem solving and creativity to tackle problems and challenges.
- exercise judgement and take responsibility for decisions and actions.
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

### Support for the Qualification Development

During the development of this qualification QUALIFI consults with a range of employers, providers, and existing centres where applicable, to ensure rigor, validity, and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

### Equality and Diversity

QUALIFI's qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure teaching and learning are free from any barriers that may restrict access and progression.

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Reasonable Adjustment and Special Consideration Policy.

## Qualification Title and Accreditation Number

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

**QUALIFI Level 4 Diploma in Education and Training (610/3647/X)**

**QUALIFI Level 5 Extended Diploma in Education and Training Management (610/3648/1)**

## Qualification Aims and Learning Outcomes

The overall aims of the Level 4 Diploma in Education and Training is to develop a learner's practical teaching skills and prepare them to work in a wide range of educational and training contexts.

The Level 4 qualification has a total of 120 credits. Completing the Level 5 Extended Diploma has a value of 240 credits. This is equivalent to a **Foundation Degree** and as such allows access to the final year at one of our university partners for a related Honours Degree.

The Level 4 units introduce relevant education and training principles and practices. These units include both theoretical and practical content, and learners will be able to gain knowledge and skills in the areas of education and training programme design, learner engagement, and planning and monitoring their own work as well as evaluating the quality of education and training provision. They will also learn about the importance of reflecting on their current practice, identifying their own learning needs and professional development.

The Level 5 qualification a combination of the Level 4 Diploma in Education and Training and Level 5 units that give learners the opportunity to progress in specific subject areas. Learners will develop and enhance knowledge and skills in the areas of learning and assessment, behaviour management, learning and communication, concepts of lifelong learning, resources planning and management, leadership and continued professional development.

Learners who do not complete the Extended Level 5 Diploma may be awarded the Level 4 qualification if they complete all Level 4 units.

## **Aims of Qualifi Level 4 Diploma in Education and Training**

The aim of the Qualifi Level 4 Diploma in Education and Training qualification is to develop a learner's practical teaching skills and prepare them to work in a wide range of educational and training contexts.

The Level 4 units introduce relevant education and training principles and practices. These units include both theoretical and practical content, and learners will be able to gain knowledge and skills in the areas of education and training programme design, learner engagement, and planning and monitoring their own work as well as evaluating the quality of education and training provision. They will also learn about the importance of reflecting on their current practice, identifying their own learning needs and professional development.

The qualification is for learners who:

- work, or want to work as teachers/trainers in the further education and skills sector.
- are learners who teach in industry.
- are learners who have already achieved some Learning and Development units that can be counted in this qualification.
- are assessors who wish to achieve a teaching/training qualification.

## **Learning Outcomes of the Level 4 Diploma in Education and Training**

The overall learning outcomes for the qualifications are:

- develop the Learner's ability to recognise and reflect on the process of personal learning and development which facilitates the enhancement of key personal, social and other transferable skills.
- encourage the Learner's self-reflection, analytical, intellectual and transferable skills.
- identify understanding roles, responsibilities and relationships in education and training.
- understand how to plan to meet the needs of learners in education and training.
- understand how to assess learners in education and training.
- understand how to use appropriate resources for education and training.

These are the overall learning outcomes in line with a Level 4 qualification. The learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

## **Aims of the Qualifi Level 5 Extended Diploma in Education and Training Management**

The Level 5 qualification gives learners the opportunity to progress in specific subject areas. Learners will develop and enhance knowledge and skills in the areas of learning and assessment, behaviour management, learning and communication, concepts of lifelong learning, resources planning and management, leadership and continued professional development.

Level 5 Extended Diploma in Education and Training qualification does not enable learners to apply for QTLS or become a recognised qualified teacher, but the qualification does provide the knowledge and skills to prepare them for a teaching role.

This Level 5 Extended Diploma does offer an opportunity for career development as colleges and other places of further education and many other sector employers generally require this level of qualification or at least a commitment to gain this upon employment.

The qualification is for learners who:

- work, or want to work as teachers/trainers in the further education and skills sector.
- have just started a teaching/training role.
- are pre-service and in-service learners who need a teaching qualification to confirm occupational competence for their role as a teacher, trainer or tutor within an FE college, Adult and Community Learning Centre or training provider.
- are teachers/trainers who are seeking career progression in their area of work.
- are learners who teach in industry.
- are learners who have already achieved some Learning and Development units that can be counted in this qualification.
- are assessors who wish to achieve a teaching/training qualification.

The overall aims of the qualification are that it is a qualification that:

- indicates an individual can undertake a specific role in the workplace and that may be relied upon by employers.
- is taken by learners for their own growth as a progression route to teaching.

## **Learning Outcomes of the Level 5 Extended Diploma in Education and Training Management**

The overall learning outcomes for the qualification covers the knowledge and skills required by teachers/trainers in the further education and training skills sector:

- theories, principles and models in education and training, such as in relation to learning, communication, assessment, curriculum development and evaluation, and how to apply them to own practice.
- teaching, learning and assessment in education and training, such as roles, responsibilities and relationships, using initial and diagnostic assessment to agree individual learning goals with learners, planning and delivering inclusive teaching,

creating and maintaining a safe, inclusive teaching and learning environment and assessing learning.

- understanding professionalism and the influence of professional values in education and training, the policy context of education and training, the impact of accountability to stakeholders and external bodies on education and training, the organisational context of education and training and how to contribute to the quality improvement and quality assurance arrangements of an organisation.

These are the overall learning outcomes in line with a Level 5 qualification. The learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

## **Delivering the Qualification**

### **External Quality Assurance Arrangements**

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners. Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved Centres are required to have in place qualified and experienced tutors, all tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance, and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

QUALIFI, unless otherwise agreed:

- sets all assessments.
- moderates' assessments prior to certification.
- awards the final mark and issues certificates.

### **Learner Induction and Registration**

Approved Centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements qualification and that if applicable



appropriate pathways or optional units are selected to meet the learner's progression requirements.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice, and guidance to support them in making the necessary qualification and unit choices. During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

### **Entry Criteria**

Approved Centres are responsible for reviewing and making decisions as to the applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre, will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

The qualification has been designed to be accessible without artificial barriers that restrict access, for this qualification applicants must be aged 18 or over. It is envisaged that learners entering the Level 4 Diploma will have a Level 3 qualification. Learners entering the Level 5 Diploma will have a Level 4 qualification.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate enrolment to UK higher education postgraduate programmes where applicable. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

### **Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) 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 so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's *Recognition of Prior Learning Policy*.

### **Data Protection**

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes and may be made available to our regulators. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

### **Learner Voice**

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

### **Professional Development and Training for Centres**

QUALIFI support its approved centres with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading/developing effective assignments.
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

Please contact us for further information.

## Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 4 Diploma in Education and Training** will enable learners to progress to:

- QUALIFI Level 5 Diploma in related areas.
- QUALIFI Level 5 Diploma in Education and Training (603/6055/0)
- Bachelor's degree second year.
- Employment in an associated profession.

Completing the **QUALIFI Level 5 Extended Diploma in Education and Training Management** will enable learners to progress to:

- QUALIFI Level 6 Diploma in related areas.
- Bachelor's degree final year.
- Employment in an associated profession.

## University exemptions

QUALIFI has exemptions for learners to progress to a final year of an Honours degree at several universities.

Please contact us for further information.

## Qualification Structure and Requirements

### Credits and Total Qualification Time (TQT)

The Level 4 Diploma in Education and Training is made up of 120 credits which equates to 1200 hours of TQT and include 600 hours of GLH.

The Level 5 Extended Diploma in Education and Training is made up of 240 credits which equates to 2400 hours of TQT and include 1200 hours of GLH.

**Total Qualification Time (TQT)** is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Examples of activities that can contribute to Total Qualification Time include guided learning, independent and unsupervised research/learning, unsupervised compilation of a portfolio of work experience, unsupervised e-learning, unsupervised e-assessment, unsupervised coursework, watching a prerecorded podcast or webinar, unsupervised work-based learning.

**Guided Learning Hours (GLH)** are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

### Rule of Combination for QUALIFI Level 4 Diploma in Education and Training

All six units are mandatory.

### Qualification Structure and Requirement

The Qualification is made up of 6 units. All units are mandatory and required by learners to be awarded the Level 4 Diploma in Education and Training.

Unit Reference	Unit Title	Level	Credit	GLH	TQT
<b>A/650/9657</b>	Fundamentals of Education and Training	4	20	100	200
<b>D/650/9658</b>	Design of Education and Training Resources	4	20	100	200
<b>F/650/9659</b>	Engaging Learners	4	20	100	200
<b>K/650/9660</b>	Developing a Work Plan	4	20	100	200
<b>L/650/9661</b>	Programme Evaluation in Education and Training	4	20	100	200
<b>M/650/9662</b>	Professional Development and Reflective Practice	4	20	100	200
<b>Totals</b>			<b>120</b>	<b>600</b>	<b>1200</b>

## QUALIFI Level 5 Extended Diploma in Education and Training

### Qualification Structure and Requirement

The Qualification is made up of 12 units. Learners must complete all 12 mandatory units to achieve the minimum 120 credits.

The Level 5 units are also designed to dove-tail into a top-up undergraduate year at a UK University.

Unit Reference	Unit Title	Level	Credit	GLH	TQT
A/650/9657	Fundamentals of Education and Training	4	20	100	200
D/650/9658	Design of Education and Training Resources	4	20	100	200
F/650/9659	Engaging Learners	4	20	100	200
K/650/9660	Developing a Work Plan	4	20	100	200
L/650/9661	Programme Evaluation in Education and Training	4	20	100	200
M/650/9662	Professional Development and Reflective Practice	4	20	100	200
R/650/9663	Applied Theories and Principles of Education and Training	5	20	100	200
T/650/9664	Lifelong Learning	5	20	100	200
Y/650/9665	Resource Management in Education	5	20	100	200
A/650/9666	Developing and Evaluating Operational Work Plans	5	20	100	200
D/650/9667	Principles of Educational Leadership and Management	5	20	100	200
F/650/9668	Reflective Practice and Professional Development	5	20	100	200
<b>Totals</b>			<b>240</b>	<b>1200</b>	<b>2400</b>

## **Achievement Requirements**

Learners must demonstrate they have met all assessment criteria for all units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

## **Awarding Classification/Grading**

All unit grading is shown on the qualification transcript.

**Fail - 0-39%**

**Pass - 40%-59%**

**Merit - 60% - 69%**

**Distinction 70%+**

All units will be internally assessed through written assignment, internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

## **Assessment Strategy and Methods**

QUALIFI will provide summative assessments for each unit of this qualification. These tasks will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification. To achieve a pass for each of the units, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

Learners' assessments will be marked internally by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

Qualifi may provide a combination of assessment that cover the learning outcomes and assessment criteria. These may be:

### **1: Formative Assessment**

Formative assessment is an integral part of the assessment process, involving both the tutor/assessor and the learner about their progress during the course of study. Formative assessment takes place prior to summative assessment and focuses on helping learners to

reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable learners to make improvements to their work. This feedback should be prompt so that it has meaning and context for learners and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement. All records should be available for auditing purposes as we may choose to check records of formative assessment as part of our on-going quality assurance. Formative assessments will not contribute to the overall mark of the units.

## 2: Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Formative Assessment	Summative Assessment
used during the learning process	used at the end of the learning process
provides feedback on learning-in-process	evaluates achievement against learning outcomes and assessment criteria
dialogue-based, ungraded	graded pass / refer

Evidence of both formative and summative assessment MUST be made available at the time of external quality assurance – EQA.

# Unit Specifications

## Unit DET401: Fundamentals of Education and Training

Unit code: A/650/9657

RQF level: 4

### Unit Aim

The aim of this unit is to provide learners with an understanding of the skills and understanding an education and training practitioner requires to underpin their core knowledge and practice.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria</b> Assessment of these outcomes demonstrates the learner can:	<b>Indicative Content</b>
1. Identify and explain the fundamental principles of education and training.	1.1 Identify key pedagogical strategies in education and training.  1.2 Explain the overall objectives and benefits of education and training for learners and organisations.  1.3 Compare and contrast environments used for education and training delivery in relation to different learner and organisational needs.  1.4 Explain the importance of effective management of education and training to best meet learner needs.	<ul style="list-style-type: none"> <li>• Pedagogy, learning styles, inclusion, anti-discriminatory practice</li> <li>• Achievement of a qualification to support change of job role; goals; aims and objectives; continuing Professional Development; skills/knowledge development; occupational / professional requirement; self-development / New knowledge and skills; motivation / workforce development; updating because of key changes in practice.</li> <li>• Relevance of environment; equality of opportunity; access needs; safety; availability</li> <li>• Maintain competitive edge; innovation.</li> </ul>
2. Explain and apply learning	2.1 Compare and contrast theories of learning in relation	<ul style="list-style-type: none"> <li>• Models of reflection (e.g. Schön, Gibbs, Brookfield,</li> </ul>



<p>theory to different contexts.</p>	<p>to practice and context.</p> <p>2.2 Identify the parts of the education and training cycle and explain its usefulness for continuous programme improvement.</p> <p>2.3 Describe how each phase of the education and training cycle may support learner achievement.</p>	<p>Johns, Atkins and Murphy), self- reflective practice, models of evaluation (e.g. Kirkpatrick), learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), identifying assessment outcomes as basis for improvement/target setting</p> <ul style="list-style-type: none"> <li>• Identify learning needs, plan and design learning, deliver learning, evaluate learning outcomes.</li> <li>• Research and analyse needs on an ongoing basis.</li> <li>• Use of learning needs analysis, training needs analysis, questionnaire, feedback, monitoring, programme review and improvement, employer contact.</li> </ul>
<p>3. Explain and apply the principles of differentiate instruction in relation to education and training.</p>	<p>3.1 Identify and explain the needs of different types of learners.</p> <p>3.2 Analyse the benefits and challenges in differentiating education and training activities to meet learner needs and preference.</p> <p>3.3 Explain why it is important to engage learners in all aspects of their own learning.</p> <p>3.4 Describe methods of promoting equality and valuing diversity in the learning environment.</p>	<ul style="list-style-type: none"> <li>• Levels of support required; identification of needs; support mechanisms ad resources.</li> <li>• Enhancement of skills and knowledge; enhancement of career opportunities and prospects, accessibility.</li> <li>• Learning preferences in relation to place and time of learning.</li> <li>• Preferred approaches to learning and support mechanisms in place; approaches to differentiation; inclusion; review; monitoring.</li> </ul>
<p>4. Explain the various functions and responsibilities of an education and training</p>	<p>4.1 Identify the myriad roles and responsibilities of education and training practitioners.</p>	<ul style="list-style-type: none"> <li>• Roles: teacher, trainer, tutor, assessor, internal quality assurer, mentor</li> </ul>

<p>practitioner.</p>	<p>4.2 Compare and contrast the methods of support available to meet the varied needs of learners.</p> <p>4.3 Explain the practitioner 's role in the continuous improvement of education and training programmes.</p>	<ul style="list-style-type: none"> <li>• Responsibilities: support, facilitation of learning, identification of learning needs and styles,</li> <li>• Liaison with other practitioners, ensuring currency and validity of knowledge and practice,</li> <li>• Design and production of learning and support materials,</li> <li>• Monitoring of learner progress, assessment, moderation; opportunities for progression.</li> </ul>
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### Suggested Reading

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.

## Unit DET402: Design of Education and Training Resources

Unit code: D/650/9658

RQF level: 4

### Unit Aim

The aim of this unit is to develop learners' understanding of how to create new learning resources and to utilize existing resources to meet the needs of diverse learners.

The unit will cover various resources used to support learning, including preparation of the learning environment, creation and use of learning materials, resources and equipment. Such resources may include e- learning, workbooks and illustrative handouts.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria</b> Assessment of these outcomes demonstrates the learner can:	<b>Indicative Content</b>
1. Identify and apply the principles of education and training to the development of resources	1.1 Explain the purpose of education and training resources.  1.2 Explain the importance of obtaining and applying learner feedback when developing education and training resources.  1.3 Demonstrate how to manage risks when developing education and training resources.  1.4 Compare and contrast methodologies used to monitor and evaluate education and training resources.	<ul style="list-style-type: none"><li>• Purpose of the learning and development provision e.g. improving quality, enhance growth, social, political, and economic context of education and training; Organisational policies; quality assurance and improvement arrangements; risk assessment and management; Ideologies, theories, models and instances of curriculum development, design and evaluation.</li><li>• The importance of learner involvement when developing learning and development programmes: Learner empowerment, learner autonomy, current skills and abilities of learner, social, cultural and personal factors affecting learning, learner expectations, learning</li></ul>

		<p>preferences.</p> <ul style="list-style-type: none"> <li>• Risks that need to be managed when developing learning and development programmes: The concept of the safe learner including identification of hazards, risk and controls, identifying key health and safety staff members, recording of emergency procedures currently in place, identification of applicable work procedures, identification of prohibitions and restrictions, safeguarding (e.g. ECM - Every Child Matters, be healthy, stay safe, make a positive contribution, enjoy and achieve, achieve economic wellbeing), data protection, organisational policies and practice (equality and diversity, bullying, harassment, complaints, appeals and personal safety policies), impact of legislation on own practice. Methodologies to monitor and evaluate learning and development programmes.</li> <li>• Evaluation theory (e.g. Kirkpatrick, Brookfield), qualitative and quantitative information, using feedback from a range of suitable sources (e.g. learners, management, work-based assessors, employer, self-reflection), role of monitoring and evaluating in developing learning and development programmes, strengths and limitations of methodologies.</li> </ul>
2. Plan and Develop education and training	2.1 Explain the importance of setting learning outcomes and	<ul style="list-style-type: none"> <li>• Specific statements that describe the knowledge or</li> </ul>

<p>programmes.</p>	<p>objectives for an education and training programme.</p> <p>2.2 Create a plan for an education and training programme.</p> <p>2.3 Explain and plan assessments which align with the learning outcomes of an education and training programme.</p> <p>2.4 Create resources to support the learning outcomes of an education and training programme.</p>	<p>skills learners should acquire by the end of a particular training programme.</p> <ul style="list-style-type: none"> <li>• Development of a coherent curriculum.</li> <li>• Provide structures from which courses and programs can be evaluated and can assist in program and curricular design.</li> <li>• Identify gaps or overlap in program offerings, and clarify instructional, programmatic, and institutional priorities.</li> <li>• Aims e.g. achieve competency and desired knowledge, show a demonstration of skills, acquire in depth knowledge of a specialised topic.</li> <li>• Developing learning objectives to match needs i.e.: legal policy and practice requirements – (e.g. health and safety, equality, data protection) organisational policy and practice, awarding organisation, regulatory and funding body requirements.</li> <li>• Written, verbal and non-verbal communication, negotiation skills, target setting.</li> <li>• SMART targets (Specific, Measurable, Achievable, Realistic and Time-Based)</li> <li>• Creating an individual development plan.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Assess educational and training development needs.</li> </ul>
<p>3. Review and evaluate learning and development resources.</p>	<p>3.1 Evaluate the achievement of the learning outcomes of an education and training programme.</p> <p>3.2 Assess the delivery of an education and training programme with a focus on the development and application of resources.</p> <p>3.3 Identify areas for improvement of education and training resources.</p> <p>3.4 Apply principles of training and education to make improvements to education and training resources.</p>	<ul style="list-style-type: none"> <li>• Facilitating feedback; observation; monitoring of outcomes; evaluation.</li> <li>• Inclusion of feedback into review cycle.</li> <li>• Identification of future goals and objectives resulting from learning activities.</li> <li>• Adapting language, adapting methodologies, recognising and addressing barriers, engaging others in own communication.</li> <li>• Appraise the delivery of the learning and development programme: theory (e.g., Kirkpatrick, Brookfield) systematic reviews, qualitative and quantitative information, using feedback from a range of suitable sources e.g., learners, work-based assessors, manager, employer, peer group, observation, self- reflection.</li> <li>• Identify areas for improvement for learning and development programmes:</li> <li>• Analysing industry and competition; shift from operational to strategic management; strategies for cost advantage and differentiation advantage; strategy in times of change; resources, capabilities and competitive advantage; alliances; diversification; internationalisation; strategy implementation; identify modification of future delivery, measure impact of change, flexible approaches</li> </ul>

		<p>to improve access to programmes, opportunities for staff development, collaborating with stakeholders.</p> <ul style="list-style-type: none"> <li>• Using feedback as a basis for improvement/target setting, SWOT analysis (strengths, weaknesses, opportunities, threats), action planning, SMART targets (Specific, Measurable, Achievable, Realistic and Time- Based).</li> </ul>
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### Suggested Reading

Cullen, R., Harris, M., Hill, R.R. and Wemer, M. (2012). *Learner-Centered Curriculum: Design and Implementation*. Jossey-Bass

Duckworth, V. and Tummons, J. (2010). *Contemporary Issues in Lifelong Learning*. OU Press

Gewirtz, S., Mahony, P., Hextall, I. and Cribb, A. (2008). *Changing Teacher Professionalism: International trends, challenges and ways forward (Improving Learning)*. Routledge

Kelly, A.V. (2012). *The Curriculum: Theory and Practice*. Sage

Tummons, J. (2010). *Curriculum Studies in the Lifelong Learning Sector*. Learning Matters

Wenger, E. (2000). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge University Press.

## Unit DET403: Engaging Learners

Unit code: F/650/9659

RQF level: 4

### Unit Aim

The aim of this unit is to develop knowledge and skills to enable learners to become engaged and involved in their own education and training. Learners will also develop an understanding of mentoring and learn how to assist learners in reviewing their progress.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria</b> Assessment of these outcomes demonstrates the learner can:	<b>Indicative Content</b>
1. Identify and apply methods of engaging learners in education and training.	1.1 Explain the principles of learner engagement in the education and training process.  1.2 Compare and contrast the strategies and methods used to engage learners in education and training.  1.3 Describe the advice and guidance needed by learners in preparation for education and training.  1.4 Explain theories of motivation for education and training.  1.5 identify barriers to education and training and explain strategize to mitigate barriers	<ul style="list-style-type: none"><li>• Scaffolding, motivating, tailoring to the learner's level; providing opportunities for challenge.</li><li>• Skill building, contextualising learning preparing learning plans to personalise the learning; to facilitate engagement.</li><li>• Time management; learner involvement; positive reinforcement.</li><li>• Conducive learning environments</li><li>• Collaboration, evaluation and appraisal of needs and interests; redesign; new learning activities; relevant professional development activities; focus on learner engagement; disseminate good practice.</li></ul>



<p>2. Identify and explain ways to empower learners to engage in their education and training.</p>	<p>2.1 Enable learners to take responsibility for their own education and training.</p> <p>2.2 Provide learners with information and advice necessary to engage in education and training that meets their needs.</p>	<ul style="list-style-type: none"> <li>• Tutorial planning, theories and principles of assessment; evolution and development of inclusive learning.</li> <li>• Technologies to facilitate learning.</li> <li>• Models of communication; application of theories and models of behaviour management to teaching and learning; giving feedback to learners; applying theoretical concepts to own teaching practice.</li> </ul>
<p>3. Support learners in reviewing their education and training progress.</p>	<p>3.1 Create opportunities for learners to review their progress.</p> <p>3.2 Use constructive feedback to promote learning.</p> <p>3.3 Support learners to give and utilise peer feedback and self-assessment.</p> <p>3.4 Assist learners to adapt plans to reflect future education and training needs.</p>	<ul style="list-style-type: none"> <li>• Identify learning needs, plan and design learning, deliver learning, evaluate learning outcomes, research and analyse needs on an ongoing basis.</li> <li>• Use of learning needs analysis, training needs analysis, questionnaire, feedback, monitoring, programme review and improvement, employer contact.</li> </ul>
<p>4. Discuss the role of mentoring in facilitating education and training.</p>	<p>4.1 Describe the role and characteristics of a mentor.</p> <p>4.2 Explain the role of mentoring in engaging and motivating learners.</p>	<ul style="list-style-type: none"> <li>• Supporting learning; building confidence; engaging and motivating; facilitating skill and knowledge development; agreeing and achievement of goals; Source of guidance; Use of listening skills, observation</li> <li>• Application of knowledge.</li> </ul>

### Suggested Reading

Beadle, P. (2010). *How to teach*. Crown House, Wales

Ekins, A. Grimes, P. (2009). *Inclusion: developing an effective whole school approach*. OUP

Hook, P. and Vass, A. (2004). *Behaviour Management Pocketbook*. Teachers Pocketbooks, Hampshire

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

Rix, J., Nind, M., Sheehy K. and Simmons, K. (2010). *Equality, Participation and Inclusion: 1, Diverse Perspectives*. Open University

Rogers, B. (2006). *Cracking the Hard Class*. Sage, London

Vizard, P. (2007). *How to manage Behaviour in Further Education*. Sage, London

Wright, A-M., Colquhoun, S. and Speare, J. (2007). *FE Lecturer's guide to Diversity and Inclusion*. Continuum

## Unit DET404: Developing a Work Plan

Unit code: K/650/9660

RQF level: 4

### Unit Aim

The aim of this unit is to develop learners' understanding and ability in relation to the planning, allocation and monitoring of work in their own area of responsibility, making any necessary changes to work plans.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria</b> Assessment of these outcomes demonstrates the learner can:	<b>Indicative Content</b>
1. Create a work plan for own area of responsibility.	1.1 Explain the aspects to be included when preparing a work plan.  1.2 Identify the skills base and the resources available for inclusion in the work plan.  1.3 Prepare a work plan for own area of responsibility.	<ul style="list-style-type: none"><li>• Area of work, e.g. organisation policies, procedures, management structure, regulations, awarding organisations, occupational/vocational standards.</li><li>• Legal requirements, e.g. health and safety, equality and diversity, data protection; skills, knowledge and understanding requirements, e.g. individual or team working, timescales, resource requirements, funding, required outcomes, monitoring of process and product.</li><li>• Number and range of staff, e.g. individual or team working, vocational/occupational competence, currency of qualifications, experience, expertise, skills, knowledge and understanding, competence, roles and</li></ul>

		<p>responsibilities, flexibility and adaptability.</p> <ul style="list-style-type: none"> <li>• Resources, e.g. administrative support, tools and equipment, location, materials, paper based or documentation, technology, e.g. hardware, software.</li> <li>• Learner-centred opportunities for individualised/blended learning; differentiation; resource availability; access to resources.</li> <li>• Self-directed study; integrated assessment opportunities; inclusion; adaptations; embedding of core skills.</li> <li>• Planning specific outcomes, e.g. assessment programme, team targets, SMART targets, identification of staff most in need of support/guidance; shared responsibilities, e.g. use of staff with specific skills or expertise, team working, delegation.</li> <li>• Monitoring, e.g. organisation of programme information, assessment and evaluation pro forma, timetabling.</li> </ul>
<p>2. Allocate and create consensus regarding responsibilities with team members.</p>	<p>2.1 Identify team members' responsibilities for identified work activities.</p> <p>2.2 Agree responsibilities and objectives with team members.</p>	<ul style="list-style-type: none"> <li>• Responsibilities: working in teams, e.g. models of team working e.g. Belbin, Tuckman, working with others, communication, individual roles and responsibilities, experience and expertise, individual targets, negotiating responsibilities, sharing best practice, individual skills, knowledge and understanding, peer support, work shadowing, mentoring, use of expertise in technology. Responsibilities</li> </ul>

		<p>and SMART objectives: managing teams, e.g. meeting outcomes and objectives, achieved within time constraints; credible and compatible with work plan and required outcomes, e.g. adhering to organisation, industry, awarding body and government requirements and standards; negotiated discussion, focus on positive outcomes, identifies opportunities for progression, setting realistic goals/targets; offering advice/recommendations, e.g. new initiatives, alternative approaches to assessment or internal quality assurance processes, updating currency of regulations, recommending improvements to existing procedures, opportunities for professional development..</p>
<p>3. Monitor the progress of work in own area of responsibility.</p>	<p>3.1 Identify ways to monitor progress and quality of work.</p> <p>3.2 Monitor and evaluate progress against agreed standards.</p> <p>3.3 Provide feedback to team members following evaluation.</p>	<ul style="list-style-type: none"> <li>• Formal ways of monitoring, e.g. periodic, regular or annual appraisal, staff reviews, regular feedback schedules, individual or team responsible for quality assurance and improvement, monitoring outcomes, quality checks, observation of practice, report; informal ways e.g. one-to-one feedback, discussion, self-assessment.</li> <li>• Approaches to monitoring, e.g. regular reviewing of outcomes, interview, discussion, observation of practice, performance evidence, tracking documentation review, staff</li> </ul>

		<p>or witness statements; standardisation across range of assessors, use of quality assurance teams, collection of evidence.</p> <ul style="list-style-type: none"> <li>• Feedback, e.g. supportive feedback, recommendations, identifying problems and areas of good practice, views of staff on measures to enhance provision for action planning.</li> </ul>
<p>4. Review and revise plans of work for own area of Responsibility.</p>	<p>4.1 Review and amend work plan following evaluation and feedback.</p> <p>4.2 Communicate work plan changes to team members.</p>	<ul style="list-style-type: none"> <li>• Reviewing, e.g. feedback from others, observation of practice, training needs analysis, outcomes of team meetings and reviews, quality reviews, learner and employers' evaluations, self-appraisal against targets, report, management review.</li> <li>• Amend work plan, e.g. objectives, targets, priorities, roles and responsibilities, use of technology, sharing good practice, work shadowing, adapting to changing demands, flagging system for priority areas.</li> <li>• Regulations, policies and procedures</li> <li>• occupational standards relating to changes, e.g. national, awarding organisation changes, employer needs, rationale for changes.</li> <li>• Communication with teams meeting one to one, tea, e.g. justifying need for change through m meetings, cross organisation, electronic, during performance review, external, internal quality assurance feedback,</li> </ul>

		negotiation.
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**Suggested Reading**

Joyce, B. and Calhoun, E. (2010). *Models of Professional Development: A Celebration of Educators*. Thousand Oaks. CA: Corwin Press.

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

McKay, M. (2008). *Messages: The Communication Skills Book*. Oakland. CA: New Harbinger Publications.

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

Winstanley, D. (2005) *Personal Effectiveness*. London: Chartered Institute of Personnel & Development.

## Unit DET405: Programme Evaluation in Education and Training

Unit code: L/650/9661

RQF level: 4

### Unit Aim

The aim of this unit is to develop learners' ability to engage in a continuous process of evaluating and improving the quality of education and training.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria</b> Assessment of these outcomes demonstrates the learner can:	<b>Indicative Content</b>
1. Define and identify different contexts for the improvement of education and training provision.	1.1 Describe the principles and processes of quality improvement in education and training  1.2 Explain current legislative and organisational quality improvement requirements for education and training  1.3 Explain industry-recognised standards for education and training  1.4 Compare and contrast methods used to evaluate education and training  1.5 Explain the role of learner involvement in evaluating and improving education and training	<ul style="list-style-type: none"><li>• Cultural diversity; cultural values.</li><li>• Individual behaviour; group behaviour.</li><li>• Legislative and organisational quality improvement requirements in own country; involvement of employers, funders, learners, colleagues, inspectors.</li><li>• Selection processes; managing learner cohesion; achieving goals within timescales; assessment requirements; awarding organisation training; updating curriculum requirements; updating technical knowledge and expertise.</li></ul>
2. Discuss the key components for evaluating education and training programmes.	2.1 Describe the steps necessary for effective evaluation of education and training in your organisation.  2.2 Identify performance indicators that apply to education	<ul style="list-style-type: none"><li>• Fit-for-purpose; efficient; effective; current; consistent; time management.</li><li>• Meeting goals; content coverage; skills opportunities.</li><li>• Industry and sector specific requirements, professional or</li></ul>



	<p>and training in your organisation.</p> <p>2.3 Compare and contrast information and other evidence requirements used to evaluate education and training provision.</p>	<p>occupational standards, government, regulatory bodies; Sector Skills Councils, trade organisations, professional bodies; supporting change; technological and practice change, continuing professional development (CPD), recruitment and retention of staff.</p>
<p>3. Adapt the evaluation of education and training to reflect organisational requirements.</p>	<p>3.1 Evaluate information/data about education and training against organisational requirements.</p> <p>3.2 Follow organisational procedures for recording and reporting evaluation outcomes.</p> <p>3.3 Review own and others' contribution to the evaluation of education and training.</p> <p>3.4 Recommend quality improvements for education and training.</p>	<ul style="list-style-type: none"> <li>• Organisational policy and procedures; scope of approach aims and objectives; level of evaluation required; cost/benefit consideration; clearly identified purpose.</li> <li>• Colleagues, learners and stakeholders' contributions; decision making processes; giving and receiving feedback; team-based decision making; participative decision making; group- thinking; currency, consistency and validity of delivery; improved productivity; quality assurance; learner satisfaction; reduction in skill gaps.</li> <li>• Behavioural change, improved work climate and culture; investment.</li> </ul>
<p>4. Explain ways to improve training and education programmes to meet accepted standards and benchmarks.</p>	<p>4.1 Prioritise and create plan to implement improvements based on evaluation feedback.</p> <p>4.2 Identify ways to provide continuous monitoring of improvements to education and training</p>	<ul style="list-style-type: none"> <li>• Identify modification of future delivery; measure impact of change; flexible approaches to improve access to programme; improvements through application of training and development policies; internal standardisation.</li> <li>• Monitoring and moderation policy; learner feedback; course or programme team</li> </ul>

		<p>review; appropriate documentation; internal quality improvement team; identified roles and responsibilities in relation to quality improvement; opportunities for staff development; identifying workforce development needs; working with stakeholders.</p>
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### Suggested Reading

Armitage, A., Evershed, J., Hayes, D., Hudson, A., Kent, J., Lawes, S., Poma, S. and Renwick, M. (2012). *Teaching and training in post-compulsory education (4th edition)*. Open University Press

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

Brown, S., Race, P. and Smith B. (2004). *500 Tips on Assessment*. Routledge Falmer

Keeley-Browne, L. (2007). *Training to Teach in the Learning and Skills Sector*. Pearson Education.

Petty, G. (2009). *Teaching Today: A Practical Guide. Fourth Edition*. Nelson Thornes

Reece, I. and Walker, S. (2007). *Teaching Training and Learning: A Practical Guide (6th Edition)*. Business Education

Scales, P. (2012). *Teaching in the Lifelong Learning Sector. (2<sup>nd</sup> edition)*. Open University Press

Tummons, J. (2011). *Assessing Learning in the Lifelong Learning Sector (3rd Ed)*. Learning Matters

## Unit DET406: Professional Development and Reflective Practice

Unit code: M/650/9662

RQF level: 4

### Unit Aim

The purpose of this unit is to educate practitioners about the importance of reflecting on their current practice, identifying their own needs for learning and development, developing a personal development plan that includes measurable objectives, and participating in continuing professional development.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria</b> Assessment of these outcomes demonstrates the learner can:	<b>Indicative Content</b>
1. Identify and explain the principles of professional development.	1.1 Explain what is meant by professional development and identify significant essential elements for professional development in a training and education environment.  1.2 Identify and explain barriers to professional development and strategies to mitigate those barriers.  1.3 Compare and contrast resources available for professional development.	<ul style="list-style-type: none"><li>• Definition of professional development, give professionals the opportunity to learn and apply new knowledge and skills that can help them in their job and further their career. Professional development is all about building your skill set and knowledge base for your field.</li><li>• Factors when considering professional development: allocation of budget, time, career goals, time off, supporting others: open discussion, observation of colleagues, share good practice.</li><li>• Potential barriers: own attitudes, access to training, time, lack of resources, costs, different learning styles.</li><li>• Formal and informal sources of support for development: organised learning activities,</li></ul>

		<p>experience in the work setting, supervision, appraisal, mentoring, coaching, presentations and sharing good practice, professional bodies, professional networks, trade associations, organisation's employee development department, training organisations, internet.</p> <ul style="list-style-type: none"> <li>• Factors when considering professional development: allocation of budget, time, career goals, time off. Supporting others: open discussion, observation of colleagues, share good practice.</li> </ul>
<p>2. Reflect on self-performance as an education and training practitioner.</p>	<p>2.1 Define reflective practice and explain its significance for continuing professional development.</p> <p>2.2 Describe how to use reflective practice to improve performance in an education and training context.</p> <p>2.3 Assess own skills, knowledge and practice as an education and training practitioner.</p> <p>2.4 Assess the extent to which own practice is inclusive and promotes equality and diversity.</p> <p>2.5 Identify opportunities for self-growth related to skills, knowledge and practice as a provider of education and training.</p>	<ul style="list-style-type: none"> <li>• Reflective practice enables a worker to learn from what happened to develop and improve their future practice. Reflective practice enables us to achieve a better awareness of ourselves, our knowledge and understanding, our skills and competencies, and workplace practices in general.</li> <li>• Ways theories and models of reflection and evaluation can be applied: Nature of reflective practice, different opportunities to engage in reflective practice (e.g. reflective journal, reviewing own actions actively, seeking feedback from a range of suitable sources, engaging with a mentor, Schön (reflection in action/reflection on action)), different models to frame reflective practice (e.g. Gibbs, Atkins and Murphy, Rolfe, Johns),</li> </ul>

		<p>strengths and limitations of different opportunities, strengths and limitations of different models.</p> <ul style="list-style-type: none"> <li>• Continuing professional development, or CPD, is the ongoing process of developing, maintaining and documenting your professional skills.</li> <li>• Theories and approaches: e.g. Kolb-experiential learning; Schön-reflection in action and reflection on action; Gibbs-reflective cycle; reflecting in and-on-action; plan-Do-Review; SMART objectives (specific, measurable, achievable, realistic, time-related); SWOT analysis (strengths, weaknesses, opportunities, threats).</li> <li>• Models of reflection.</li> <li>• Use of online blogs/journals to support reflective practice <ul style="list-style-type: none"> <li>• Auditing own learning needs in relation to initial professional development.</li> </ul> </li> <li>• Roles and Responsibilities of participants, tutors and mentors • Study skills • Identifying the characteristics of effective learning and teaching.</li> <li>• Developing skills of evaluation, reflection and critical thinking through enquiry-based methodologies.</li> <li>• Principles and processes underpinning peer observation and the reflective process • Collaborative learning and its relationship to the enhancement of quality.</li> </ul>
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<p>3. Develop a professional practice as an education and training practitioner.</p>	<p>3.1 Prioritise areas of own development as a practitioner.</p> <p>3.2 Identify opportunities and resources for further training and development.</p> <p>3.3 Create a personal development plan with measurable objectives.</p> <p>3.4 Apply new knowledge and skills to improve practice.</p> <p>3.5 Create a plan to Engage in continuous reflective practice to assess outcomes of development plan on own practice.</p>	<ul style="list-style-type: none"> <li>• Current performance requirements relevant to own practice, including role descriptors, standards, benchmarks, codes of practice, and values and principles relevant to own practice.</li> <li>• Reflective practice skills: own role, responsibilities and limitations; formal and informal sources of development: organised experience in the work appraisal, mentoring, coaching, presentations and sharing good practice.</li> <li>• Sources of feedback on practice; own practice in promoting diversity, equality and inclusion; adapt and improve own practice in response to taking part in reflection.</li> <li>• Development Plan: <ul style="list-style-type: none"> <li>o identified learning needs</li> <li>o how those needs maybe met</li> <li>o any resource implications</li> <li>o milestones</li> <li>o dates for review and completion</li> <li>o SMART (specific, measurable, attainable, relevant and time-bound) goals.</li> </ul> </li> <li>• Factors when considering professional development: allocation of budget, time, career goals, time off. Supporting others: open discussion, observation of colleagues, share good practice.</li> <li>• Requirements and responsibilities associated</li> </ul>
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		<p>with own role; sources and methods of relevant continuous and professional development to facilitate own learning.</p> <ul style="list-style-type: none"> <li>• Application of reflective practice: how and where to seek information about current best practice.</li> <li>• Reflective Action Plan for own improvement; gather and record information of own actions, development plans and progress to engage in continuing professional development (CPD)</li> <li>• Observations, shadowing, mentoring and critical friend model to improve own practice; training and upskilling; seeking a critique of skills, knowledge and practical competence from peers and managers to improve own practice; sharing good practice with others can help to develop own practice.</li> <li>• Methods, systems and processes for sharing evaluation information and suggesting improvements.</li> <li>• Inform relevant individuals and use appropriate systems to report and address factors that impact negatively on own practice.</li> </ul>
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## Suggested Reading

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.



## Unit EXDET501: Applied Theories and Principles of Education and Training

Unit code: R/650/966

RQF level: 5

### Unit Aim

In this unit, learners will gain a deeper understanding of the theories and principles of learning and assessment, behaviour management, and learning and communication that underpin the practical skills necessary to work in education and training.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria</b> Assessment of these outcomes demonstrates the learner can:	<b>Indicative Content</b>
1. Explain theories and principles of learning and assessment within the context of planning education and training programmes.	1.1 Evaluate the use of diagnostic assessments to identify learners' individual goals and preferences. 1.2 Describe how to devise a scheme of work incorporating the needs of learners and internal and external requirements. 1.3 Describe how to design education and training plans to incorporate the goals and needs of learners. 1.4 Describe how to enable learners and others to provide feedback to inform inclusive practice. 1.5 Evaluate how planning inclusive teaching and learning considers learning, communication and assessment	<ul style="list-style-type: none"><li>• Learner needs, inclusive, diversity in range of styles and approaches, defined goals, building understanding, developing skills.</li><li>• Individual needs, learner-centred, opportunities for individualised and blended learning, self-directed study, integrated assessment opportunities, minimum core embedding.</li><li>• Internal and external requirements, timetabling, resources, IQA, EQA, vocational or professional standards, funding mechanisms, moderation and standardisation requirements, national inspection requirements.</li></ul>

	theories and principles.	
2. Apply behaviour management theory in an education and training environment.	<p>2.1 Analyse theories of behaviour management as they may be applied in the education and training context.</p> <p>2.2 Describe how to ensure a safe and inclusive learning environment.</p> <p>2.3 Evaluate how own practice takes account of theories of behaviour management.</p>	<ul style="list-style-type: none"> <li>• Management through motivation, Maslow’s Theory of Basic Needs, Herzberg’s Motivational Theory.</li> <li>• Environment: location, layout, lighting, ventilation, risk assessment, appropriately maintained, equipment checks, appropriately experienced and qualified staff.</li> <li>• Positive use of authority, action against discrimination, actively engaging, structured and purposeful.</li> </ul>
3. Apply learning and communication theories to education and training.	<p>3.1 Explain how to design resources that promote equality and value diversity.</p> <p>3.2 Analyse the need for flexibility and adaptability in the use of inclusive education and training approaches and resources.</p> <p>3.3 Explain how to communicate with learners and others to meet learning needs and encourage progression.</p> <p>3.4 Evaluate how delivery of inclusive teaching and learning incorporates theories and principles of learning and communication.</p>	<ul style="list-style-type: none"> <li>• The design of initial, diagnostic, formative and summative assessments.</li> <li>• Equality and diversity, fitness-for-purpose, supplementing auditory with visual and hands-on, varied range of materials or tools for practical activities, varying style of presentation slides, meeting specific needs.</li> <li>• Knowledge of preferred methods of communication; clarifying; conveying key information; reflection; review.</li> <li>• Application of pedagogies to meet learning needs; understanding of learning styles.</li> </ul>
4. Apply assessment theories to assess learning in education and training.	<p>4.1 Design initial, diagnostic, formative and summative assessments that meet the individual needs of learners.</p> <p>4.2 Demonstrate flexibility in using assessments to meet individual learning needs and</p>	<ul style="list-style-type: none"> <li>• Informal, opportunities for self-and peer assessment, link between learning and assessment, engaging learners, developing learner assessment skills, individual needs, provide current and suitable guidance.</li> </ul>

	<p>assessment requirements.</p> <p>4.3 Use assessment data to monitor learners' achievements and progress.</p> <p>4.4 Share assessment information with colleagues involved in learner achievement.</p> <p>4.5 Explain how assessment practice has incorporated theories and principles of assessment.</p>	<ul style="list-style-type: none"> <li>• Opportunities to practise or repeat assessment, study in preparation for assessment, additional support if required.</li> <li>• Formal, holistic, use of naturally occurring evidence, measure of knowledge, gauge skills level, demonstrating understanding, standardised against assessment or performance criteria, set goals.</li> <li>• Reporting and recording outcomes, completion of units, examination results, summative statement or reporting, action plan, sharing paper-based tracking and logging, reporting on group or individual progress.</li> </ul>
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### Suggested Reading

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

Beere J. (2010). *The Perfect (Ofsted) Lesson*. Crown House Publishing.

Gadsby C. (2012). *Perfect Assessment for Learning*. Independent Thinking Press.

Gould J. (2012) *Learning Theory and Classroom Practice in the LLLS*. Learning Matters.

Petty G. (2009). *Evidence-Based Teaching: A Practical Approach, Second Edition*. Nelson Thornes.

Powell S and Tummons J. (2011). *Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition*. Learning Matters.

Wallace S. (2011). *Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition*. Learning Matters.

## Unit EXDET502: Lifelong Learning

Unit code: T/650/9664

RQF level: 5

### Unit Aim

The aim of this unit is to develop learners' understanding of the key concepts relating to lifelong learning, exploring key principles and issues involved in delivering this important component of education.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria</b> Assessment of these outcomes demonstrates the learner can:	<b>Indicative Content</b>
1 Identify and explain the principles of lifelong learning.	1.1 Define lifelong learning. 1.2 Evaluate the value of lifelong learning to individuals. 1.3 Analyse the factors that influence lifelong learning delivery.	<ul style="list-style-type: none"><li>Principles of lifelong learning: learner centric; recognising the value of learning; personal growth.</li><li>Experiential learning; concepts of specialist knowledge; kinaesthetic principles; multisensory models; taxonomy of learning; mastery learning; scaffolded learning.</li><li>Actively engaging in the learning process; shared outcomes; personal gain; skill and knowledge acquisition.</li></ul>
2. Identify issues relating to the promotion of lifelong learning.	2.1 Assess barriers to the implementation of lifelong learning. 2.2 Examine methods of addressing implementation barriers. 2.3 Analyse ways in which lifelong learning can be facilitated.	<ul style="list-style-type: none"><li>The promotion of lifelong learning: resourcing; setting vision and mission targets; management analysis; meeting diverse learner needs; adapting language; recognising and addressing barriers.</li><li>Engaging learners in own learning; agreement and ownership of targets for</li></ul>

		learning.
3. Discuss leadership and management roles in promoting lifelong learning	<p>3.1 Analyse the responsibilities of leaders and managers in the facilitation of lifelong learning.</p> <p>3.2 Evaluate methods used to promote lifelong learning.</p> <p>3.3 Evaluate the importance of planning in educational organisations.</p> <p>3.4 Analyse the political/government influences on lifelong learning.</p>	<ul style="list-style-type: none"> <li>• Roles in promoting lifelong learning: resource allocation and monitoring; implementation of organisation policies and procedures; preparation and management of learning.</li> <li>• Supporting learning; assessment and record keeping; working with others; developing own and others practice. Political and government influences i.e. funding; skill deficits; economic growth.</li> </ul>
4. Manage lifelong learning.	<p>4.1 Identify the target markets for lifelong learning in an educational organisation.</p> <p>4.2 Apply a lifelong learning delivery model to promote lifelong learning in the organisation.</p> <p>4.3 Assess the implementation model for effectiveness.</p> <p>4.4 Propose recommendations for changes to the model.</p>	<ul style="list-style-type: none"> <li>• Lead and manage lifelong learning: skills; competence; knowledge; confidence; experience; time; resources; empathy; other commitments.</li> <li>• Planning and leading inclusive learning; understanding motivation; creation of learner- centred process; progression opportunities.</li> <li>• Identifying and addressing knowledge or skills gaps; liaison with inspectors/awarding organisation/funding bodies.</li> </ul>

## Suggested Reading

Avis J, Fisher R and Thompson R (eds). (2014). *Teaching in Lifelong Learning: A Guide to Theory and Practice*. Open University Press: London.

Duckworth V, Wood, J, Dickinson J & Bostock J. (2010). *Successful Teaching Practice in the Lifelong Learning Sector*. Learning Matters: Exeter.

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.

Powell S and Tummons J. (2011). *Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS)*. Learning Matters: Exeter.

## Unit EXDET503: Resource Management in Education

Unit code: Y/650/9665

RQF level: 5

### Unit Aim

The aim of this unit is to develop learners' understanding of resource planning and procedures. Learners will gain knowledge to underpin management decisions in relation to the allocation and use of human and financial resources, and how to apply resource management concepts in educational organisations.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria</b> Assessment of these outcomes demonstrates the learner can:	<b>Indicative Content</b>
1 Explain the role of human resource management in educational organisations.	1.1 Describe the nature and importance of human resource management in educational organisations.  1.2 Analyse influences on human resource management in educational organisations.  1.3 Explain how human resource management is related to other functional areas in educational organisations.	<ul style="list-style-type: none"><li>Defining the role of human resource management in education: identification of fulltime and part-time role requirements; creation of job description and person specification; advertising; career progression opportunities; training and development needs.</li><li>Adhering to relevant and current legislation; shortlisting applicants; models of selection e.g. interview, audition, psychometric assessment, assessed task.</li><li>Involvement of stakeholders e.g. members of team, service users, external stakeholders.</li></ul>
2 Carry out human resource planning in an educational context.	2.1 Analyse the business factors that should be considered in human resource planning.  2.2 Determine human resource requirements in an educational	<ul style="list-style-type: none"><li>Resource planning e.g. observation, appraisal, periodic review, achievement of successful outcomes, use of targets, benchmarks,</li></ul>

	<p>context.</p> <p>2.3 Develop a human resource plan for an educational organisation.</p>	<p>feedback from others; identifying individual needs.</p> <ul style="list-style-type: none"> <li>• Monitoring performance, career development planning, changing personal circumstances; continuous competence; partnerships; requirements professional development; training versus education; compliance with external requirements.</li> <li>• Dedicated allocation of resources; use of external kite marks e.g. Investors in People; implementing a staff development training plan.</li> </ul>
<p>3 Explain and use tools and techniques for cost accounting in educational organisations.</p>	<p>3.1 Analyse the concepts, features and importance of costs and accounting in making decisions in educational organisations.</p> <p>3.2 Apply tools of costing design and costing systems to an educational organisation.</p> <p>3.3 Recommend improvements to the costing and pricing systems of an educational organisation.</p>	<ul style="list-style-type: none"> <li>• Cost accounting in educational organisations: purposes and use of different costing methods; calculations for different costing methods e.g. Marginal costing, absorption (Total) costing, job costing, batch costing, process costing.</li> <li>• Use of break-even to determine number of units sold to avoid losses; to determine relationship between costs, revenues and profits at different levels of output; calculation to identify variable and foxed costs, identify selling price, use of formula to calculate break-even.</li> </ul>
<p>4 Conduct budgetary processes for an educational organisation.</p>	<p>4.1 Evaluate budgetary targets for an educational organisation.</p> <p>4.2 Develop a master budget for an educational setting.</p> <p>4.3 Evaluate budgetary processes used in an educational organisation.</p>	<ul style="list-style-type: none"> <li>• Purpose of budgeting: forecast of income and expenditure; tool for monitoring business performance; tool for decision-making.</li> <li>• Preparation of different types of budgets: Sales, Production, Purchases, Trade Receivables</li> </ul>



		(debtors), Trade Payables (creditors), Cash (cash flow forecast), Master Budget analysis: Interpretation of budget results including the interpretation of favourable and adverse variances.
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### Suggested Resources

Atrill P & McLaney E. (2018). *Accounting & Finance for Non-specialists*. 11th Edition. Financial Times/Prentice Hall.

Drury, J.C. (2017) *Management and Cost Accounting*; 10th edition, Chapman and Hall.

Fabozzi, F. (2010) *The Basics of Finance: An Introduction to Financial Markets, Business Finance, and Portfolio Management*. Wiley: London.

Graham, M. (2013) *Accounting for Non-accountants: A Manual for Managers and Students*. 9th Edition. Kogan Page: London

Pettigrew, A. M., Thomas, H. and Whittington, R. (eds.) (2006). *The Handbook of Strategy and Management*. Sage: London.

Stacey, R. D. (2010). *Strategic Management and Organisational Dynamics*. Harlow: Financial Times/Prentice Hall.

## Unit EXDET504: Developing and Evaluating Operational Work Plans

Unit code: A/650/9666

RQF level: 5

### Unit Aim

This unit helps learners develop, implement, monitor and review operational plans for their own area of responsibility. The 'area of responsibility' may be, for example, a department or functional area within an organisation.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria</b> Assessment of these outcomes demonstrates the learner can:	<b>Indicative Content</b>
1. Prepare operational plans for own area of responsibility.	1.1 Describe the aspects to be included when preparing an operational plan.  1.2 Identify the skills base and the resources available for inclusion in the operational plan.  1.3 Produce an operational plan for own area of responsibility.  1.4 Assess risks associated with operational plans and include contingency arrangements.	<ul style="list-style-type: none"><li>Operational Plans: planning, risk management, delegating, networking, involving others, innovating, consulting, communicating, influencing and persuading, monitoring, evaluating, setting objectives, building consensus.</li><li>The nature of leadership and management; analysing industry and competition; shift from operational to strategic management; theories of strategic leadership and management strategies for cost advantage and differentiation advantage.</li><li>Strategy in times of change; resources, capabilities and competitive advantage; alliances; diversification; internationalisation; strategy implementation.</li><li>Learner-centred,</li></ul>

		opportunities for individualised/blended learning, differentiation, self-directed study, integrated assessment opportunities, embedding of core.
2. Allocate and create consensus regarding responsibilities with team members.	<p>2.1 Identify team members' responsibilities for identified work activities.</p> <p>2.2 Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Timebound) objectives for the operational plan with team members.</p>	<ul style="list-style-type: none"> <li>• Team dynamics, hierarchies, group size, control, shared ownership, Tuckman's group formation, Belbin's team roles</li> <li>• Sharing of expertise, community of practice cohesion.</li> <li>• SMART goals.</li> </ul>
3. Monitor the progress of work in own area of responsibility.	<p>3.1 Agree with the team ways to monitor progress and quality of work.</p> <p>3.2 Monitor and evaluate progress against agreed standards.</p> <p>3.3 Provide feedback to team members following evaluation.</p> <p>3.4 Enable communities of practice to encourage continuous improvement.</p>	<ul style="list-style-type: none"> <li>• Prioritise work objectives. short- and long-term goals, objectives, dates for achievement, how objectives will be achieved, support required, evidence of outcomes, evidence that objectives have been met.</li> <li>• The nature of strategic management; analysing industry and competition; shift from operational to strategic management; theories of strategic leadership strategies for cost advantage and differentiation advantage; strategy in times of change; resources.</li> <li>• Capabilities and competitive advantage; alliances; diversification; internationalisation; strategy implementation; and clinical governance.</li> </ul>
4 Revise operational plan own area of responsibility.	<p>4.1 Review and amend operational plan following evaluation and feedback.</p> <p>4.2 Communicate operational</p>	<ul style="list-style-type: none"> <li>• Adapting language, adapting methodologies, recognising and addressing barriers, engaging learners in own</li> </ul>

	plan changes to team members.	communication.
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### Suggested Reading

Joyce, B. and Calhoun, E. (2010). *Models of Professional Development: A Celebration of Educators*. Thousand Oaks. CA: Corwin Press.

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

McKay, M. (2008). *Messages: The Communication Skills Book*. Oakland. CA: New Harbinger Publications.

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

Pettigrew, A. M., Thomas, H. and Whittington, R. (eds.) (2006). *The Handbook of Strategy and Management*. Sage: London.

Stacey, R. D. (2010). *Strategic Management and Organisational Dynamics*. Harlow: Financial Times/Prentice Hall.

Winstanley, D. (2005) *Personal Effectiveness*. London: Chartered Institute of Personnel & Development.

## Unit EXDET505: Principles of Educational Leadership and Management

Unit code: D/650/9667

RQF level: 5

### Unit Aim

The aim of this unit is to develop learners' understanding of what contributes to successful leadership in educational contexts, exploring influences on leadership direction.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria</b> Assessment of these outcomes demonstrates the learner can:	<b>Indicative Content</b>
1. Explain the role of leadership in education.	1.1 Explain the influence of management and leadership styles on educational practice.  1.2 Justify the contribution of leadership to education provision.  1.3 Analyse how leadership can be adapted to different situations.	<ul style="list-style-type: none"> <li>• The role and contribution of leadership in education: quality improvement, evidence, guidelines and policy; building expertise; specialist staff; physical and human resources; identification of relevant sponsorship, grants, opportunities, partnerships.</li> <li>• Adapting: flexibility; agile response to role; leadership in education. knowledge of management skills. necessary changes; change management skills.</li> </ul>
2. Identify factors impacting educational leadership.	2.1 Analyse the impact of legislation and government policies on educational leadership practice.  2.2 Examine the impact of organisational values and ethics on educational leadership practice.  2.3 Evaluate methods of	<ul style="list-style-type: none"> <li>• Issues affecting educational leadership practice: meeting targets; recruiting and retaining qualified and experienced staff; monitoring application of policies and procedures; reporting requirements; awarding organisation requirements; being accountable and responsive</li> </ul>

	<p>improving leadership practice.</p> <p>2.4 Explain the value of leading innovation in educational organisations.</p> <p>2.5 Describe the impact of awarding organisations values and ethics on leadership.</p>	<p>to stakeholders.</p> <ul style="list-style-type: none"> <li>• Building reputations; integration and inclusion; building links with industry/sectors; ongoing staff development for professional or vocational updating; management of assessment and quality assurance procedures.</li> <li>• Observation of teaching and assessment; health and safety requirements; promoting diversity and equality of opportunity.</li> </ul>
<p>3. Assess leadership requirements in an educational organisation.</p>	<p>3.1 Explain the organisation's structure, functional areas and managerial roles.</p> <p>3.2 Review leadership requirements in an educational organisation.</p> <p>3.3 Create a leadership strategy to support organisational objectives.</p>	<ul style="list-style-type: none"> <li>• Assessing leadership requirements in an educational organisation: expectations; personal and professional updating; evaluation of currency of practice; working with others.</li> <li>• Identifying areas for improvement; implementation of new and developing technologies; sharing of best practice; staff mentoring; reacting to concerns, issues.</li> <li>• Implementing and managing change; currency of knowledge and competency; knowledge of market.</li> </ul>
<p>4. Self-assess leadership capabilities and performance in an educational setting.</p>	<p>4.1 Assess own ability to apply different leadership styles in a range of situations.</p> <p>4.2 Evaluate own ability to motivate others and build commitment to the organisation's values and goals.</p> <p>4.3 Plan priorities for future practice to develop new</p>	<ul style="list-style-type: none"> <li>• Leadership capabilities and performance in an educational setting: change management skills; strategic planning; budgeting and forecasting; entrepreneurial skills and abilities; data collection; analysis; mentoring; establish and sustain a safe, inclusive learning environment;</li> </ul>

	capabilities and enhance existing ones.	flexibility; adaptability. <ul style="list-style-type: none"> <li>• Priorities: to include organisational; own; colleagues; the team; learners.</li> </ul>
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### Suggested Reading

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.

Petty G. (2009). *Evidence-Based Teaching: A Practical Approach, Second Edition*. Nelson Thornes: London.

## Unit EXDET506: Reflective Practice and Professional Development

Unit code: F/650/9668

RQF level: 5

### Unit Aim

The aim of this unit is to develop learners' understanding of the importance for a practitioner in education and training to reflect on and improve their practice to ensure currency and validity is maintained at all times.

### Learning Outcomes, Assessment Criteria and Indicative Content

<b>Learning Outcome</b> To achieve this unit a learner must:	<b>Assessment Criteria</b> Assessment of these outcomes demonstrates the learner can:	<b>Indicative Content</b>
1 Identify effective approaches to reflective practice and continuing professional development.	1.1 Discuss theories of reflective practice.  1.2 Evaluate why practitioners must engage in reflective practice and continuing professional development.	<ul style="list-style-type: none"><li>• Theories and approaches: Plan-Do-Review; SMART (specific, measurable, achievable, realistic, time-related) targets; SWOT (strengths, weaknesses, opportunities, threats) analysis.</li><li>• Models of reflection (e.g. Schön, Gibbs, Brookfield, Johns, Atkins and Murphy), self-reflective practice, models of evaluation (e.g. Kirkpatrick), learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), identifying assessment outcomes as basis for improvement/target setting.</li><li>• Definition of professional development, continuous process. Potential barriers: own attitudes, access to training, time, lack of resources, costs, different</li></ul>



		learning styles.
2. Reflect on own education and training practice.	<p>2.1 Identify current performance requirements relevant to own practice.</p> <p>2.2 Identify trends and developments relevant to own skills, knowledge and practice.</p> <p>2.3 Analyse ways to improve own practice in planning, delivering and assessing inclusive teaching and learning.</p> <p>2.4 Reflect on practice using a previously discussed model to determine development needs.</p> <p>2.5 Create a development plan with outcomes of reflection.</p>	<ul style="list-style-type: none"> <li>• Formal and informal sources of support for development: organised learning activities, experience in the work setting, supervision, appraisal, mentoring, coaching, presentations and sharing good practice.</li> <li>• Trends/ Development e.g. new policies, regulations, laws, use of Internet, IT advances, social media</li> <li>• Factors when considering professional development: allocation of budget, time, career goals, time off. Supporting others: open discussion, observation of colleagues, share good practice.</li> <li>• Development plan following reflection: identify career goals and objectives, apply SWOT analysis assessing strengths and weaknesses, short and long-term goals, focus on what you want to achieve, what steps you need to be able to achieve it, and how you will take those steps.</li> </ul>
3. Continually develop own practice based on feedback and self-reflection.	<p>3.1 Identify priorities for own development as a practitioner.</p> <p>3.2 Review the effectiveness of newly acquired knowledge and skills on practice.</p> <p>3.3 Use technologies and resources to keep own knowledge, understanding, skills and practice up to date.</p> <p>3.4 Share knowledge, skills and improvements to practice with</p>	<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.</li> <li>• Gather and record information in order to engage in continuing professional development</li> </ul>

	<p>colleagues where it is likely to be of benefit.</p> <p>3.5 Review and update development plan to address outcomes of reflection.</p>	<p>(CPD), influences on own knowledge, skills and practical competence.</p> <ul style="list-style-type: none"> <li>• Use of coaching and mentoring techniques, shadow, including observation of practice, model best practice, provide information, e.g. training, research, media news, act as a critical friend, refer to set goals, suggestions and ideas for improvement.</li> </ul>
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### Suggested Reading

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.

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