

Unit 503: Professional Practice in Education and Training

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Table of Contents

Task 1	4
1.1 Concept of Professionalism and Dual Professionalism	4
Professionalism	4
Dual Professionalism	4
1.2 Professional Values Influence Own Practice	5
Task 2	5
2.1 Factors Influencing Education Policy	5
Social	5
Political	6
Economic Factors	6
2.2 Impact of Current Educational Policies on Curriculum	6
Task 3	8
3.1 Roles of Stakeholders and External Bodies in Education and Training	8
3.2 Stakeholders and External Bodies Impacts on Organizations in Education and Training	8
3.3 Importance of Working in Partnership with Employers and Stakeholders in Education and Training	8
3.4 Impact of Being Accountable to Stakeholders and External Bodies	9
Task 4	9
4.1 Key Aspects of Policies, Codes of Practice and Guidelines of an Organization	9
4.2 Impact of Organizational Requirements and Expectations on Curriculum Practice	10
Task 5	10
5.1 Quality Improvement and Quality Assurance Arrangements	10
5.2 Function of Self-Assessment and Self-Evaluation and the Quality Cycle	11
5.3 Learning Programme Taking Account of the Quality Maintenance	11

5.4 Areas for Improvement in the Learning Programme Taking Account of the Outcomes of Evaluation.	11
References	13

Task 1

1.1 Concept of Professionalism and Dual Professionalism

Professionalism

Professionalism in education and training can be characterized as a set of skills, knowledge, and characteristics that tutors must possess and serve as benchmarks for tutors' performance in several roles in the lifelong learning sector (Rosser, 2020). Professional standards emphasize the importance of the tutor-learner interaction since tutors serve as role models for students to emulate and develop. Teachers must treat all students with respect and demonstrate a commitment to lifelong learning for themselves and their students by adopting a reflective practice mentality (Anderson, 2020). The Primary Responsibility of the teacher is to provide effective and engaging learning opportunities through high-quality education that promotes the development and advancement of all pupils. Professionalism also necessitates that teachers constantly self-evaluate their teaching practises in response to feedback and criticism from others (Rosser, 2020). In order to impact the development of their practices, teachers must also examine relevant learning theories. Furthermore, good practice should be exhibited by adhering to regulatory regulations and keeping correct records (Morris, 2021).

Professionalism, in its largest sense, refers to the actions, objectives, or attributes that define or characterise a profession or professional individual. This hints to the excellent quality of the product or service. In truth, it's more about behaving oneself in an ethical way at work. Each business recognises that a professional and ethical reputation may be the difference between success and failure, and they attempt to keep the most professional workers possible. Professionalism is all about ethical success and influence; having a reputation for excellence and being recognised as someone who demonstrates professionalism in all situations may open doors for you in company or in pursuing personal objectives (Indianapolis Recorder, 2021).

Dual Professionalism

In addition to subject-matter expertise, dual professionalism is defined by extensive knowledge, conceptual grasp, and expertise in teaching and learning procedures and situations. Dual professionalism necessitates conceptual comprehension, vast knowledge and expertise in learning processes, teaching, and situations, and matched expert abilities and knowledge. Quality education and training demand far more than high Ousted ratings and corporate and student

statistics (Rosser, 2020). Trainers and teachers are dual professions; they are subject and vocational specialists and instructional specialists devoted to maintaining and increasing their competence in both areas of their job to guarantee that learners achieve the best results possible. According to Abuzaid (2021), Dual professionals are often experts in both topics, and they have grown in popularity among educators in recent years. To summarise, dual professionalism in education refers to a teacher being knowledgeable about their subject and teaching practice (Boud, 2021).

1.2 Professional Values Influence Own Practice

Professional values in education can also be characterized as shared norms that govern instruction based on principles and practices. Professional standards for teachers, tutors, and trainers in the field of lifelong learning (Hersh, 2021), for example, state unequivocally that a set of professional ideals guides their work. The following are some of how professional ideas impact education and training practices:

- Professional Integrity
- To Respect towards the profession
- By providing Reasonable Care
- To provide Professional Practice by providing evidence of compliance with CPD requirements.
- To have Responsibility during institute investigation.

Educators and trainers share many professional ideals in their dual roles as subject matter experts and instructional professionals (Matthews, 2020). Anderson, according to the author of this article, should emphasise individual growth and development, as well as learning goals and expectations (2020). Education can improve people's mental, intellectual, social, economic, and environmental well-being (Avgerinou, 2020)

Task 2

2.1 Explain ways in which social, political and economic factors influence education policy

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Social, political, and economic issues all have distinct effects on education policy, and they are intimately linked. The ruling party will dictate the policy, the majority societal view, which is impacted by various factors, including the media and available funds to spend (Anderson, 2020). These will be covered in greater depth in the sections that follow.

SOCIAL

Societal perceptions can influence the policy. The government's mission is to keep society from falling apart. The media has a significant impact on public opinion. When they portray a subject incorrectly, it almost invariably leads to social anxiety. The public then protests and petitions the government to correct the problem (Matthews, 2020). Government exists to serve society, and as such, it must be responsive to this. Our culture is becoming more diversified daily. As a result, the policy must be altered regularly to ensure that it continues to suit social needs. Stagnation is harmful to learning (Avgerinou, 2020). For Example, At the University of Delaware's College of Education and Human Development, our faculty collaborate with state and local educators and policy makers to pursue research that will have a real world impact on the educational experiences of students and their families. Faculty members in the College of Education and Human Development collaborate with educators from across the country to do research that directly impacts children's educational outcomes and family well-being. According to the study of Morris (2021), administrators and teachers must be able to attract and retain the finest students and instructors in order to successfully change low-performing schools. In response to the COVID-19 pandemic, the faculty members are doing research to determine how state and local governments may more effectively support virtual education, in-home learning, and family child care.

POLITICAL

Political concerns will influence the types of courses available. To prepare young people for the workforce, the government raised the minimum age for full-time study to 18 and introduced apprentice programmes (Avgerinou, 2020). This programme was created in response to the existing social situation, including a gradual fall in the number of skilled manual workers and increased unemployment, particularly among school dropouts. Furthermore, students under 19 must have GCSE English and mathematics before enrolling in a level 3 study. This was fueled

once again by social insecurity, the idea that examinations were growing simpler, and a lack of English and maths skills among a substantial proportion of school leavers (Morris, 2021).

ECONOMIC FACTORS

Concerning the Economic Factor, the total national education budget has declined year after year in recent years due to the government's need to conserve huge amounts of money. This reduces the available funding. Budget cuts entail less available resources and cash for specialized support (Abuzaid, 2021). This year, a student (who has severe dyslexia) claimed that he would no longer be able to use a scribe since the course he is enrolled in lacks workers to give this assistance, even though he is stated and entitled to it (Matthews, 2020). As a result, because available resources bind policymakers, the economic climate has a considerable impact on policy (Hersh, 2021).

2.2 Analyse the impact of current educational policies on curriculum and practice in own area of specialism

As a result, educational policies must be revised regularly to guarantee that they continue to fulfil the needs of society. Stagnation is harmful to learning. However, it is critical to guarantee that no learner is disadvantaged, particularly those who exhibit any of the protected qualities (Rosser, 2020). While the strategy aimed at increasing learners' functional skills is a step in the right direction, it has unintended consequences for students with special learning difficulties. When a student with severe dyslexia cannot complete level 1 English, he must enrol in level 2 classes. Because he cannot write or spell, he will never pass English (Morris, 2021). The Equalities Act would require his employer to make reasonable accommodations, such as supplying read-write software, but this does not apply to students. According to the school system, the student understands quantum physics but cannot understand anything beyond level 2. As a result, new policy measures may have the opposite effect on the groups intended to help (Avgerinou, 2020).

Task 3

3.1 Explain the roles of stakeholders and external bodies in education and training

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"Stakeholder" is a term used to describe someone or anything who is interested in the actions of a firm. The two types of stakeholders are internal and external stakeholders. Internal stakeholders include teachers, students, parents, and other members of the school community. External stakeholders include local governments, social workers, neighbours, trainers, and suppliers, to name a few. Educational participation can be classified as either a giver or a taker. Stakeholders in education are people who have a direct impact on the educational system (Rosser, 2021). Everyone is involved in education and training, from students to policymakers such as the Department of Education (Hersh, 2021).

3.2 Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training

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Accountability stakeholders are people who interact with the school in various ways, including the academic progress and well-being of children. Participants come in all shapes and sizes, reflecting the diversity of local and national school governance. Stakeholders: Each stakeholder can impact an organization's educational and training programmes, either positively or negatively (Anderson, 2020). Regulatory agencies and contributors, for example, will have a greater impact than any other group. According to a regulatory agency, failing to comply with regulations may result in legal action against the company. We also work with the Board of Child Protective Services (CPSB). Non-disclosure of issues by regulatory organizations may impact the organization, affecting members of society as a whole (Avgerinou, 2020).

3.3 Explain why is important to work in partnership with employers and other stakeholders in education and training

Collaboration with other organizations, such as educational institutions and professional service providers, is essential for various reasons. One of these is the fact that no single organization can provide all types of assistance. The user is regularly and comprehensively assisted. Participate in the process of generating ideas. More resources are available for an agency in need of assistance since it may share its own experience and draw on the expertise of a partner agency, which can watch and provide feedback on service delivery while also getting it from the partner agency (Abuzaid, 2021). A date has not been specified for Blackburn. It helps to reduce the overall cost of running a business. Working with regulatory and financing bodies is critical to

ensuring that services can be given and that the quality of service is acceptable and great. A variety of organizations can assist in identifying acceptable criteria and increasing the bar for client satisfaction. Employers can also provide students with work-based placements, which provide them with valuable workplace experience (Rosser, 2021). As a result, individuals will have a better chance of obtaining employment. Work experience, even if unpaid, informs future employers that the individual is willing to put in the time and effort required to succeed. People who have been unemployed for an extended period have difficulty getting new employment because their work ethic is unknown (Avgerinou, 2020).

3.4 Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism

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External accountability will have a significant impact on curriculum design, delivery, and evaluation. Regular assessments benefit children, teachers, parents, legislators, and the general public. The most basic form of accountability is the submission of test results. Teachers and school administrators who want to know how their students are progressing might benefit greatly from assessment and accountability systems (Anderson, 2020). One of my students' requests will have an impact on how the course is designed and delivered. Written materials and demonstrations must be tailored for students with special nutritional needs. The complexity of the course has a significant impact on students' grades. A multiple-choice test will be required for students admitted into an online food hygiene certification programme. They risk failing the test as long as they score at least 75.

Task 4

4.1

Furthermore, the Health and Safety at Work Act of 1974 was cited to "protect, as much as feasible, the health, safety, and welfare of all their employees and new people." The regulation also covers those regarded as a part of the company's process, such as new employees. The SEN Discrimination Prevention Act of 2001 was passed in 2001. The SEN DDA, revised in 1995, now includes all components of an organization's procedures. In 2005, amendments to the 1995

Disabilities Discrimination Act were introduced, adding to the legislation. Employers and new hires with disabilities may benefit from diverse organizations promoting equality (Avgerinou, 2020). The 1988 Personal Data Protection Act. Maintaining the privacy and security of all information belonging to a specific individual is essential. As a school, you must consider gathering and using the information for both students and employees. The value of confidentiality cannot be overstated. Everyone has the right to access their data, which is a fundamental right (Hersh, 2021).

4.2

Analyse the impact of organizational requirements and expectations on curriculum practice in own area of specialism

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The practice of supporting equal and diverse boardrooms and inclusive society in the business curriculum is mirrored in encouraging equal and diverse boardrooms and inclusive society (Anderson, 2020). Encouragement of new employees from all backgrounds to contemplate entrepreneurship through increased involvement in the Business curriculum will promote an inclusive and diverse boardroom for the future of the boardroom and corporate culture. According to some detractors, the Labour government saw it as an institutionalization of diversity and a push for social inclusion related to individual freedom. Ethical business sections have been introduced to the curriculum in response to increased demand, particularly female employees who may be more socially conscious than their male counterparts (Hersh, 2021). More and more new hires recognize the importance of familiarizing themselves with the industry best practices for diversity and inclusion. Several members of the authors' university's faculty took part in a collaborative initiative with the Equality Challenge Units (ECU) and the Higher Education Academy (HEA) at a symposium on equality and diversity-based teaching and learning practices (Rosser, 2021).

Task 5

5.1 *Quality Improvement and Quality Assurance Arrangements*

Analyse the quality improvement and quality assurance arrangements of own organisation (why don't you start by defining what is quality improvement and quality assurance)

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Peer Observation Teaching (POT) can assist teachers and lecturers in better understanding the learning and teaching processes of their students (CPD). A teacher or speaker must have perceptiveness, inventiveness, and an openness to new ideas. Anglia Ruskin University's (ARU) Quality Enhancement/Improvement Plan is based on the PSRB and stakeholder criteria developed by the Quality Assurance Agency (QAA) (QAA). To gather quantitative and qualitative feedback on students' module evaluations, module performance, and annual curriculum delivery, among other things (Rosser, 2021).

5.2 *Function of Self-Assessment and Self-Evaluation and the Quality Cycle*

Explain the function of self-assessment and self-evaluation and the quality cycle

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Teachers must analyze and evaluate their performance frequently to increase student achievement and classroom quality. There is proof, according to Ross and Bruce (2006). Teaching excellence is defined by self-assessment and self-evaluation, which assist teachers in recognizing mastery of their experiences. If students have previously decided on a goal or purpose and worked out the fundamental principles of attaining it, the cycle begins again. Following the planning stage, the components of the strategy are put into action in the do stage. The third and last element of the process is testing the plan to see if it works and if any areas need improvement (Anderson, 2020).

5.3 *Learning Programme Taking Account of the Quality Maintenance*

Evaluate a learning programme taking account of the quality maintenance of own organization

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As part of the educational process, students at Anglia Ruskin University (ARU) must provide and receive feedback. There are many ways to deliver feedback to students to assist them in better understanding what they've learned and what they can do better. It also helps students assess their progress from one module to the next and learn to deal with various instructional styles. Academic professionals, fellow students, mentors, and academic help tutors can provide one-on-one or group feedback. As a result, the university recognizes the importance of students providing professors with feedback on what they've learned so that teachers can determine if the teaching

assists them in achieving the course's targeted learning outcomes and make any necessary changes to the way the content is presented. Giving and accepting feedback is a continuous discussion and self-reflective process (Hersh, 2021).

5.4 Areas for Improvement in the Learning Programme Taking Account of the Outcomes of Evaluation.

The National Student Survey (NSS) collects student feedback on course quality. Educators may improve student learning and campus life using this data while simultaneously holding educational institutions to the highest public accountability standards possible. The poll findings are made public on the Unistats website in order to assist prospective students. In addition, universities and colleges will benefit greatly from the discovery (Avgerinou, 2020). The researchers' findings have been put to good use by academic support staff, school administrators, and student organizations to improve curriculum, instructional quality, and educational resources (Hersh, 2021).

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