OCR Teaching in the Lifelong Learning Sector – Qualification Units

Unit 30 – Level 5 Continuing Personal and Professional Development

Level 5
QCA Accreditation Number H/500/9888

Unit description

Unit aim

This unit aims to enable student-teachers to reflect on their own professional and personal continuing development processes and activities through the application of models, theories and frameworks. It provides a framework in which the skills, knowledge and understanding that are central to the development of a teacher in the lifelong learning sector can take place whilst undertaking initial teacher training and throughout their career.   It will ensure that all student-teachers have the necessary skills and knowledge to develop successful teaching and learning strategies, including the integration of functional skills, relevant to their specialist subject or curriculum area. Student-teachers will also be able to demonstrate how they integrate theories, principles and regulatory requirements to develop their own learning and practice and plan for their own development as teachers.

Credit value 15

Unit synopsis

This unit is about:

- the impact of continuing professional development on understanding a range of teaching roles, responsibilities and contexts in the lifelong learning sector.
- analysing theories, principles and models of the autonomous learner, the reflective practitioner and continuing professional development and how they can be applied to the trainee's development as an autonomous learner and evaluated as an essential part of continuing professional development.
- analysis and evaluation by the student-teacher of the effectiveness of their own continuing professional development on their personal and professional skills

- how effectively the student-teacher has planned and continues to plan their own continuing professional development.

Examples of teaching and learning strategies

The following teaching methods and learning strategies are appropriate to the delivery and development of the knowledge, understanding and skills covered in this unit. A variety of these should be used to provide a model of good practice to the student-teacher. This list is not exhaustive:

- Small group discussion
- Resource based learning
- Question and answer
- Discussion
- Peer teaching and self-assessment
- Tutorial time
- Work with mentors who support the teaching specialism.
- Directed study and research
- Needs editing to focus on CPD

Guidance on delivery for centres

This unit does require student–teachers to be introduced to theories and models of the autonomous learner, reflective practice and continuing professional development. It does require the student-teacher to develop and consolidate their own reflective practice by analysing and evaluating their own progress and development in terms of the theories and models to which they have been introduced in this unit. This unit links to all other areas of study and practice including the student-teachers' mentoring experiences and continuing professional development opportunities additional to the initial teacher training qualification.
Whole group and small group activities including peer teaching and assessment, discussions and seminars can be used to support the more theoretical aspects of the unit. Small group discussions, peer teaching and assessment can be used to support the application of theories to practice. Tutorial time is also important to support the development of the Professional Development Portfolio, its links to the individual Learning Plan and other documentation about continuing professional development.

Guidance on assessment for centres

It is important that:

- student-teachers should develop their professional development portfolio with evidence based on formative assessment tasks that demonstrate their own reflective practice, how their practice has benefited from their own continuing professional development and their plans for further continuing professional development. This may provide opportunities to report on 'key learning moments' and issues that they find difficult to address, and their priorities for the future. The unit level does demand coherent arguments using evidence based analysis and evaluation.

The Professional Development Portfolio should include the Individual Learning Plan and how it has been updated, information about continuing professional development that has been undertaken in addition to the initial teacher training course. It can also include planning for and the outcomes of staff appraisal. The assessment for this unit provides the opportunity for the student teacher to demonstrate their own knowledge and understanding of their progress as a teacher since joining the course.

- assignments, not necessarily essays, should support the consolidation of learning about theories, models and principles of autonomous learning, reflective practice and continuing professional development.

Audio and visual diaries can used for assignments or as part of the personal development portfolio. If they are use student-teachers will need to be provided with clear criteria, in addition to the LLUK assessment criteria, such as coherent and well-grounded, explanations and evaluations, introductions and conclusions will need to be provided. If photographs or video footage is used then all legal requirements should be observed. If case studies are used the issues of confidentiality should be observed.

This is a level 5 unit and thus the candidate must demonstrate complex skills and knowledge in this particular area of curriculum development. The ability to recognise and develop thinking across these criteria is to be encouraged but it does mean that written evidence whilst aiming at succinctness and clarity of though will need to be of sufficient depth and breadth to meet the level 5 standard. There is an expectation that the written work will be presented at the appropriate level.

Suggested reading:

The following list is not intended to be exhaustive, but provides suggested texts which student-teachers may find helpful. It is not compulsory for students to read all publications in the list; they are identified for reference only.

Bolton, G. (2005) *Reflective Practice: Writing and Professional Development*. 2nd edition. Sage, London

Coles, A. (2004) Teaching *in Post-compulsory Education: Policy, Practice, Values*. David Fulton Publishers

Crawley, J. (2005) *In at the Deep End: A Survival Guide for Teachers in Post-Compulsory Education*. David Fulton Publishers

Fawbert, F. (2003) *Teaching in Post-compulsory Education: Learning, Skills and Standards.(Continuum Studies in Lifelong learning)* Continuum International Publishing Group

Gavells, J. and Wallace, S. (2007) *Mentoring in the Lifelong Learning Sector*. Learning Matters

Hillier,Y. and Thompson, A. (2007*) Readings in Post-compulsory Education*. Continuum Publishing Group

Moon,J. *A Handbook of Reflective and Experiential Learning, Theory and Practice*. Routledge Falmer

Moon, J. (2004) *Reflections in Learning and Professional Development.* Kogan Page

Race, P. (2005) *Making Learning Happen: A Guide for Post-compulsory Education.* Paul Chapman Publishers

Curzon, L. (1997) *Teaching in Further Education: An Outline of Principles and Practice.* 5th edition. London: Cassell

DfEE (1999) *Learning to Succeed: A New Framework for Post-16 Learning.* London: HMSO

Gibbs, G. (1995) *Assessing Student Centred Courses.* Oxford: The Oxford Centre for Staff and Learning Development

Petty, G. (2004) *Teaching Today* (3rd Edition), Nelson Thornes

Reece, I. and Walker, S. (2006) *Teaching, Training and Learning: A Practical Guide* (6th Edition) Business Education Publishers

Wallace, S. (2007) *Teaching, Tutoring and Training in the Lifelong Learning Sector* (Achieving QTLS). Learning Matters

Wallace, S. (2005) *Teaching and Supporting Learners in Further Education* (2nd Edition) Learning Matters

Wallace, S. (2002) *Managing Behaviour and Motivating Students in Further Education.* Learning Matters

Websites

www.basic-skills.co.uk

www.becta.org.uk   Improving learning through technology

www.centreforexcellence.org.uk

www.ocr.org.uk

www.qca.org.uk   Qualification and Curriculum Authority

www.dcsf.gov.uk   Department for Children, Schools and Families

www.lsneducation.org.uk   Learning Skills Network

www.lluk.org.uk   Lifelong Learning UK

www.niace.org.uk   National Institute of Adult Continuing Education

www.ofsted.gov.uk

www.qia.org.uk   Quality Improvement Agency

 www.ssda.org.uk   Sector Skills Development Agency

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Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

		Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1		Analyse and compare different teaching roles and contexts in the lifelong learning sector.	Know and understand the: Potential transferable skills and employment opportunities relating to own specialist area.Sources of information, advice, guidance and support to which learners might be referred. Internal services which learners might access. Know the boundaries of own role in supporting learners. Know the progression and career opportunities in own specialist area. Professional specialist services available to learners and how to access them Be able to identify processes for liaison with colleagues and other professionals to provide guidance and support for learners. Understand ways to evaluate own role and performance as a member of a team in planning learning. Be able to analyse and understand the impact of own practice on individuals and their learning.	Demonstrate how your own continuing professional development has had an impact on your ability to: Work with learners to identify the transferable they are developing' and how these might relate to employment opportunities refer learners to information on potential current and future learning opportunities and appropriate specialist services. Provide learners with appropriate information about the organisation and its facilities, and encourage learners to use the organisation's services, as appropriate. Provide effective learning support, within the boundaries of the teaching role. Provide general and current information about potential

1.2	Evaluate own role and responsibilities with reference to area of specialism and as part of a team.			education, training and/or career opportunities in relation to own specialist area.
1.3	Analyse the impact of own beliefs, assumptions and behaviours on learners and others.			Provide general and current information about a range of relevant external services.
1.4	Analyse the impact of own professional , personal, interpersonal skills, including literacy, numeracy and ICT skills on learners and others.			work with colleagues and other professionals to provide effective guidance and support for learners.

Evaluate the effectiveness of own contributions to planning as a member of a team as part of own continuing professional development.

Summarise how you reflect on and demonstrate commitment to improvement of own personal and teaching skills through regular evaluation and use of feedback as part of own continuing professional development. |

2.

		Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1		Analyse and compare relevant theories, principles and models of reflective practice.	Summarise and analyse ways to reflect, evaluate and use research to develop own practice, and share good practice with others.	Demonstrate the impact of sharing good practice with others and engaging in continuing professional development through reflection, evaluation and the appropriate use of research.
2.2		Explain how theories, principles and models of reflective practice can be applied to own development as an autonomous learner.		

3.

		Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1		Evaluate own approaches, strengths and development needs, including literacy, language and numeracy needs.	Analyse the impact of own practice on individuals and their learning. Summarise ways to implement improvement based on feedback received.	Summarise how, as part of own continuing professional development you reflect on and demonstrate commitment to improvement of own personal and teaching skills through regular evaluation and use of feedback.
3.2		Use self reflection and feedback to develop own knowledge, practice and skills, including literacy, language, numeracy and ICT skills.		

3.3	Plan appropriate opportunities to address own identified learning needs.		Evaluate how, as part of own continuing professional development, you use feedback to develop own practice within the organisations, systems.

4.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Identify and engage in appropriate CPPD opportunities to keep up to date and develop in teaching and in own specialist area.	Understand ways to keep up to date with developments in teaching in own specialist area. Analyse the ways in which mentoring and /or coaching can	Evaluate your access to sources of continuing professional development in own specialist area.

| 4.2 | Evaluate the impact of CPPD activities on own professional practice, identifying any further learning development needs. | support the development of professional skills and knowledge.

Understand issues of equality, diversity and inclusion. | Evaluate the use of mentoring and/or coaching to support own and others' professional development, as appropriate.

Analyse and evaluate the principles that you have applied, as part of your own continuing professional development, to develop own practice in promoting equality and inclusive learning and engaging with diversity. |