OCR
Oxford Cambridge and RSA

Unit Title:	**Reflect on and improve own practice in learning and development**
OCR unit number	2
Level:	4
Credit value:	6
Guided learning hours:	25
Unit accreditation no:	J/502/9552

Unit purpose and aim

The aim of this unit is to assess the competence of a practitioner to reflect on, evaluate and improve their learning and development practice. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria	Exemplification
The Learner will:	**The Learner can:**	AC1.1

1 Understand approaches to and processes associated with reflective practice and continuing professional development	1.1 Evaluate approaches to reflective practice
	
	1.2 Critically evaluate why learning and development practitioners must engage in reflective practice and continuing professional development
	
	1.3 Analyse own values, beliefs and attitudes and their impact on practice
		• Different methods of capturing incidental and experiential learning eg
		
		  - Reflective journal
		  - Seeking feedback from appropriate sources
		  - Reviewing own actions objectively
		  - Engaging with a mentor
		
		• The advantages and disadvantages of each
		
		AC1.2
		
		• Reasons for reflecting on own practice
		• How to use the outcomes of the reflective practice for development
		• Reasons for undertaking continuous professional development
		
		AC1.3
		
		• Identification of personal values, beliefs and attitudes

Learning Outcomes	Assessment Criteria	Exemplification
		• Their potential effect on learning delivery • How to ensure that own practice is impartial and fair in a variety of situations
2 Be able to reflect on own performance as a learning and development practitioner	2.1 Analyse own skills, knowledge and practice as a learning and development practitioner 2.2 Assess how own practice promotes inclusion, equality and diversity 2.3 Evaluate where own skills, knowledge and practice need updating or further development	AC2.1 • Use of an appropriate tool to identify strengths and areas for improvement – eg a personal SWOT analysis • Use of feedback from reliable and appropriate sources – eg appraisals, performance reviews • Identifying factors that can have a negative impact on own practice • Feeding back to relevant personnel so that these factors can be addressed AC2.2 • Identification of own values, beliefs and attitudes and potential impact on the way learning is delivered • Circumstances when and how delivery could have been influenced by own values, attitudes and beliefs • Discussions with appropriate person – eg mentor • Sharing good practice AC2.3 • Specific actions taken to include diverse learners in a learning activity
3 Be able to improve own learning and development practice	3.1 Prioritise areas for own development as a practitioner 3.2 Review and update personal action plans to improve practice based on outcomes of reflection 3.3 Identify learning and development opportunities to address priority actions in accordance with current	AC3.1 • The identified areas for improvement • Their importance to delivery • Personal development plan with SMART objectives AC3.2 • Reviews of personal development plan, including

Learning Outcomes	Assessment Criteria	Exemplification
	legislative and organisational requirements 3.4 Use technologies and resources to keep own knowledge, understanding, skills and practice up to date 3.5 Review outcomes of development activities on own practice	reflective activity. • Examples of how practice has developed as a result of a specific activity. AC3.3 • Relevant and appropriate development opportunities inside and outside own organisation • Current requirements for practitioners • Company policy AC3.4 • How own continuous professional development is carried out • Use of resources – eg internet; professional publications; professional updating and training AC3.5 • The impact of developmental activities on practice • Use of feedback from reliable and appropriate sources – eg appraisals, performance reviews, line managers, learners, learner retention data, learner results data, data on learners progressing onto further learning and development programmes, practitioner self-evaluation

Assessment

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of the knowledge and understanding.

This unit assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Evidence requirements

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

National Occupational Standards (NOS) mapping/signposting

Learning and Development National Occupational Standards Standard 10: Reflect on, develop and improve own skills and practice in learning and development.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .