

Title:	Professional Practice
Level:	5
Credit value:	30
GLH:	80
Unique Reference Number:	D/651/1924
Sector Subject Area:	Teaching and Lecturing
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to develop their professional practice and identity as a professional.
Assessment Type:	Portfolio of Evidence.
Assessment Guidance:	Assessment Guidance is available on vLearn. Please see assessment requirements in Scope of Training.

Learning outcomes

The learner will:

1. Be able to prepare for the role of teacher.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to prepare for the role of teacher.

The learner must:

- 1.1 Demonstrate delivery and observation of **micro-teaches** in a variety of **contexts**.
- 1.2 Demonstrate **preparation** for placement, including curriculum planning and review.
- 1.3 Evidence **collaborative working** both in terms of teaching and observation of micro-teaches.
- 1.4 Evaluate own and others throughout micro-teaches and collaborative working, in order to inform own view of professionalism and good practice.

2. Be able to prepare for and undertake teaching practice.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to prepare for, and undertake, teaching practice.

The learner must:

- 2.1 Analyse the **context** of teaching practice.
- 2.2 Evaluate strengths and areas for improvement regularly throughout teaching practice.
- 2.3 Explain how own **planning and delivery** changes throughout teaching practice.
- 2.4 Evaluate the effectiveness and impact of **collaborative working** during teaching practice.
- 2.5 Evaluate own effectiveness in **managing and supporting own learners** throughout teaching practice.
- 2.6 Demonstrate **progress and development** of own **teaching practice**.
- 2.7 Evidence record keeping, **observation records** and appropriate logs of both teaching practice and **placement hours**.

3. Be able to recognise and understand the practicalities of professionalism in the FE and Skills sector.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise and understand the practicalities of professionalism in the FE and Skills sector.

The learner must:

- 3.1 Reflect on identified areas for improvement in relation to practice using appropriate **occupational standards**.
- 3.2 Analyse own understanding of what **developing expertise** and **professional responsibilities** mean.
- 3.3 Explain strategies for updating and CPD to meet **goals, ambitions** and **professional responsibilities**.
- 3.4 Critically reflect on the role of **collaboration** in development of own professional identity.
- 3.5 Analyse the importance of professional status in own professional development.

4. Be able to recognise and understand the broader context of the FE and Skills sector.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to recognise and understand the broader context of the FE and Skills sector.

The learner must:

- 4.1 Analyse the context of the **FE and Skills sector**, including the **broader context**.
- 4.2 Explain the **regulations** and **legislation** which apply to the FE and Skills sector.

5. Be able to develop curricula which enable diverse groups of learners to fully participate and experience success in own subject.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to develop curricula which enable diverse groups of learners to fully participate and experience success in own subject.

The learner must:

- 5.1 Analyse challenges and considerations for broadening access to, and participation in, own subject.
- 5.2 Evaluate **principles or frameworks** for culturally responsive curriculum design.
- 5.3 Apply **Universal Design for Learning principles** to develop **draft curriculum plans** promoting inclusion.
- 5.4 Critically analyse draft curriculum plans regarding:
 - a. Elimination of barriers.
 - b. Minimising and challenging bias.
 - c. Eliminating stereotypes.
 - d. Promoting empowerment.
- 5.5 Reflect on **curriculum enhancements** to promote access and success for marginalised and under-represented groups in own subject.

6. Be able to apply principles of constructive alignment to develop coherent schemes of work and lesson plans.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to apply principles of constructive alignment to develop coherent schemes of work and lesson plans.

The learner must:

6.1 Compare and contrast **models of constructive alignment** and **backward design**.

6.2 Analyse the **alignment** between curriculum aims, assessment, content and activities in your draft plans.

6.3 Evaluate draft plans against criteria of:

- a. Clarity.
- b. Coherence.
- c. Purpose.
- d. Constructive alignment.

6.4 Critically reflect on **potential improvements** to draft plans.

6.5 Discuss **evidence-based strategies** for designing assessments which effectively promote and measure learning.

7. Be able to develop and evaluate assessments for own subject.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to develop and evaluate assessments for own subject.

The learner must:

7.1 Apply principles of effective assessment design to develop **draft assessments** for own subject.

7.2 Analyse the quality of draft assessments using **appropriate criteria**.

7.3 Evaluate how draft assessment measure the construct of the intended course learning outcomes.

7.4 Critically analyse the **validity, reliability** and **fairness** of draft assessments.

8. Be able to develop teaching practices supporting the planning, monitoring and review of individualised learning based on the specific needs of learners.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to develop teaching practices supporting the planning, monitoring and review of individualised learning based on the specific needs of learners.

The learner must:

- 8.1 Evaluate strategies for identifying individual needs to inform own teaching practice.
- 8.2 Analyse how principles of differentiated instruction and Universal Design for Learning can be used to promote inclusion and meet specific learner needs.
- 8.3 Develop, implement, and monitor individual learning plans aligned to individual need and desired outcomes, in collaboration with learners.
- 8.4 Analyse the role of safeguarding, professional boundaries and accountability in own practice.
- 8.5 Reflect critically on own working with learners as partners, including own role in meeting learners' wider expectations of education.

9. Be able to design learning activities and environments that promote learner autonomy, challenge and active participation.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to design learning activities and environments that promote learner autonomy, challenge and active participation.

The learner must:

- 9.1 Discuss evidence-based conditions and strategies that increase learner motivation and self-direction.
- 9.2 Create draft learning activities promoting discovery, critical thinking and deeper learning.
- 9.3 Evaluate own approach to designing activities and resources for own learners and / or subject.
- 9.4 Analyse how to balance structuring learning with providing appropriate levels of difficulty.
- 9.5 Reflect on further enhancements to learning activities and resources to strengthen engagement and participation.

10. Be able to develop flexible strategies to support learners with diverse needs to participate fully and achieve their potential.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to develop flexible strategies to support learners with diverse needs to participate fully and achieve their potential.

The learner must:

- 10.1 Evaluate approaches for promoting equitable access, participation and outcomes for all learners.
- 10.2 Apply principles of Universal Design for Learning to develop sample lessons that are accessible and inclusive.
- 10.3 Critically analyse sample lessons regarding elimination of barriers and promoting empowerment.
- 10.4 Reflect on strategies to further strengthen responsiveness to individual learning needs and personalised support.
- 10.5 Discuss legal and ethical requirements regarding confidentiality, consent and sharing information on additional needs.

11. Be able to design developmental feedback processes that strengthen self-regulation, metacognition and learner autonomy.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to design developmental feedback processes that strengthen self-regulation, metacognition and learner autonomy.

The learner must:

- 11.1 Compare and contrast models and purposes of developmental feedback.
- 11.2 Develop sample practices strengthening learner involvement in feedback, self and peer review.
- 11.3 Evaluate own strategies against criteria including transparency, clarity, actionability and learner agency.
- 11.4 Critically analyse how to effectively build and facilitate learner self-regulation through feedback.

<p>11.5 Reflect on tailoring developmental feedback to individuals' needs at different skill levels.</p>
<p>12. Be able to evaluate key concepts and principles relating to assessment design, implementation and the use of assessment data.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide the learners with the knowledge and skills to evaluate key concepts and principles relating to assessment design, implementation and the use of assessment data.</p> <p>The learner must:</p> <ul style="list-style-type: none">12.1 Compare and contrast models and purposes of assessment.12.2 Analyse concepts of validity, reliability, transparency and fitness for purpose in assessment design.12.3 Evaluate strategies for designing and implementing both formative and summative assessments with own learners / in own subject.12.4 Discuss ethical, legal and regulatory requirements relevant to assessment policies and practices.12.5 Reflect critically on using assessment data diagnostically to evaluate and enhance own teaching.
<p>13. Be able to develop rigorous assessments which effectively measure attainment of learning outcomes and support progress.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide the learners with the knowledge and skills to develop rigorous assessments which effectively measure attainment of learning outcomes and support progress.</p> <p>The learner must:</p> <ul style="list-style-type: none">13.1 Apply assessment design principles to develop sample assessments.13.2 Analyse the validity, reliability, transparency and fitness for purpose of own sample assessments.13.3 Evaluate how own assessments effectively measure intended learning outcomes.13.4 Critically analyse strategies to ensure transparency, increase objectivity and mitigate bias in assessment.

<p>13.5 Discuss evidence-based strategies for designing assessments which both measure and promote learning.</p>
<p>14. Be able to design and evaluate formative assessment and feedback practices that enhance teaching and learning.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide the learners with the knowledge and skills to design and evaluate formative assessment and feedback practices that enhance teaching and learning.</p> <p>The learner must:</p> <ul style="list-style-type: none">14.1 Compare and contrast models and purposes of formative assessment and feedback.14.2 Develop sample practices integrating meaningful feedback to support learning.14.3 Evaluate strategies for designing and implementing both formative and summative assessments.14.4 Discuss ethical, legal and regulatory requirements relevant to assessment policies and practices.14.5 Reflect critically on using assessment data diagnostically to evaluate and enhance teaching with own learners.
<p>15. Be able to analyse and interpret student assessment data to evaluate learning outcomes and teaching effectiveness.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide the learners with the knowledge and skills to analyse and interpret student assessment data to evaluate learning outcomes and teaching effectiveness.</p> <p>The learner must:</p> <ul style="list-style-type: none">15.1 Examine processes for recording, analysing, interpreting and reporting assessment data.15.2 Evaluate assessment data from sample groups of learners to identify patterns and trends.15.3 Analyse information on learner knowledge gained from assessment data.

<p>15.4 Critically reflect on how assessment data can inform necessary improvements to learning activities, resources and teaching.</p> <p>15.5 Discuss effective methods for conveying meaningful feedback on achievement and next steps to learners.</p>
<p>16. Be able to progress and develop teaching practices that build learner assessment capabilities, metacognition and co-regulatory skills.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide the learners with the knowledge and skills to develop teaching practices that build learner assessment capabilities, metacognition and co-regulatory skills.</p> <p>The learner must:</p> <p>16.1 Compare and contrast models and purposes of learner self and peer assessment and their use in own subject and for own learners.</p> <p>16.2 Design learning activities developing metacognitive and self-assessment skills.</p> <p>16.3 Evaluate own teaching practices in terms of building learner self-assessment capabilities.</p> <p>16.4 Analyse barriers and enablers to developing learners' self-assessment capabilities and co-regulation.</p> <p>16.5 Reflect critically on working in partnership with learners to enhance assessment and teaching practice.</p>

<p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>	
<p>Requirements</p> <p>This unit must be delivered throughout the life of the qualification.</p> <p>Learner records should demonstrate progress and development of their teaching.</p>	
<p>Micro-teaches:</p>	<p>Learners should deliver and observe microteaches which are delivered:</p>

	<ul style="list-style-type: none"> • Solo. • Collaboratively.
Contexts:	<p>The learner should deliver micro-teaches which demonstrate a variety of contexts they may be preparing to teach in – this may include level, related subjects, etc.</p> <p>They should observe microteaching from as many contexts as possible, including subjects unrelated to their own.</p>
Preparation:	<p>Should include but not limited to:</p> <ul style="list-style-type: none"> Curriculum planning and review. Assessment planning. Planning for inclusion. Arranging teaching timetable.
Collaborative working:	<p>Learners should teach micro-teaches collaboratively.</p> <p>They should also observe collaborative micro-teaches.</p>
Context:	<p>Learners should consider:</p> <ul style="list-style-type: none"> The broader context of the organisation where they are undertaking their teaching practice. Policies on lesson planning, assessment, feedback etc. Context of own subject and learners.
Planning and delivery:	<p>Learners should consider:</p> <ul style="list-style-type: none"> • Lesson planning and adaptation. • Planning and conducting assessments. • Using assessment to inform planning. • Assessment feedback and advice / guidance. <p>Learners should also consider the importance of evidence-based methods and how this promotes change in their planning and delivery.</p>
Collaborative working (2.4)	<p>Collaborative working, for criteria 2.4, refers to collaboration with colleagues (both teaching and non-teaching) during teaching practice.</p>
Managing and supporting learners:	<p>This should include a consideration of behaviour.</p> <p>It should also consider the specifics of the learners being managed / supported.</p>

	<p>Consider:</p> <p>Individual support.</p> <p>Adaptations and meeting learning needs.</p> <p>Behaviour management techniques.</p>
<p>Progress and development:</p>	<p>This unit must be delivered throughout the life of the qualification and learner records should demonstrate progress and development of their teaching.</p> <p>This criteria must be assessed by:</p> <ul style="list-style-type: none"> • The complete portfolio of evidence for the unit. • A cross-referenced matrix demonstrating where the learner has met the Occupational Standards, counter-signed by either the tutor or subject specialist mentor. • A final assessment of an oral discussion between the learner and at least two qualified teachers (one from the course provider and one from the placement), relating to any aspect of professional practice. • The final judgement for this will be that the trainee has – or has not – met the Occupational Standards.
<p>Teaching practice:</p>	<p>As a minimum, learners must:</p> <ul style="list-style-type: none"> • Complete and evidence all placement hours. The minimum placement hours are 250, at least 150 of which must be teaching practice. • Of the 150 hours of teaching practice, at least 100 hours must be in the learner’s specialist subject area. • The learner must evidence a minimum of 20 hours of remote delivery, which must be live, synchronous delivery. Please note, however, this is not a requirement for those who are undertaking this qualification with the specialist area of teaching learners with SEND.
<p>Observations:</p>	<p>All learners must undergo 10 observations.</p> <p>The majority of observations should be to a group of at least 10 learners.</p> <p>All observations should be at least 45 minutes each.</p>

	Up to two observations may be of live, remote delivery, and one other observation may be observed remotely, but there is no requirement for remote teaching to be observed.
Placement Hours:	<p>As a minimum, learners must:</p> <ul style="list-style-type: none"> • Complete and evidence all placement hours. The minimum placement hours are 250, at least 150 of which must be teaching practice. • The placement hours must be split over a minimum of two locations. The second placement must be for at least 20 hours. Ideally, this would be a different provider. However, if absolutely necessary at a large provider this might include a different subject area or venue. • The hours at the second venue do not have to be teaching hours but can be if appropriate.
Occupational standards:	Learners should, as part of this, consider the occupational standards in relation to their own subject and how this might impact their practice.
Developing expertise:	Learners should consider what expertise means to them and their own developing recognition and understanding of it. Then, consideration should be given to how they perceive expertise in self and others.
Professional responsibilities:	<p>Learners should explain what professionalism looks like to them, and how they define it. This should take into account both theory / models of professionalism and their own opinions.</p> <p>An analysis of their own professional responsibilities as a teacher should include input from:</p> <ul style="list-style-type: none"> • Their organisation / mentor. • Colleagues (including those involved in observations) • Subject specialist mentor.
Goals:	Goals should be related to the Occupational Standards or the Digital Framework and should be quantifiable.
Ambitions:	Ambitions are more long term and less quantifiable than goals, in this context.

Professional responsibilities (3.3)	Professional responsibilities may be related to organisational policies, Occupational Standards or the Digital Framework.
Collaboration:	Collaboration is meant, in the context of 3.4, in its broadest sense and should always refer back to the development of own professional identity.
FE and Skills sector:	This should include, but is not limited to: FE Colleges. Independent Training Providers. Adult Education. Community and Charity Organisations.
Broader context:	Examples of this include: Ofsted. Ofqual. Awarding Organisations. Institute of Apprenticeships (IfATE.)
Regulations:	These should be those regulations which apply to all (inspection, quality, safeguarding) and those which might be specific to own learners or subject.
Legislation:	These should be those laws which apply to all (Equality Act, Heath and Safety at Work Act, etc) and those which might be specific to own learners or subject.
Principles or frameworks:	Evaluate principles or frameworks for culturally responsive curriculum design. Examples include: <ul style="list-style-type: none"> • Culturally Relevant Pedagogy (Ladson-Billings, 1995). • Culturally Relevant Teaching (Ladson-Billings, 2009) • Funds of Knowledge (Moll et al, 1986). • Critical Race Theory (Ladson-Billings and Bernal, 1995). • Culturally Responsive-Sustaining Education (NY Education Department, 2009). • Culturally Sustaining Pedagogy (Paris, 2012). • Freirean Pedagogy (1970s onwards)

	<ul style="list-style-type: none"> • Decolonial Pedagogy (Mignolo and Walsh, 2010). • Critical Multiculturalism in Education (Banks, 1997).
Universal Design for Learning principles:	<p>Apply Universal Design for Learning principles to develop draft curriculum plans promoting inclusion.</p> <p>UDL Principles include:</p> <ul style="list-style-type: none"> • Multiple means of engagement. • Multiples means of representation. • Multiple means of action and expression. • Equity. • Flexibility. • Proactive planning.
Draft curriculum plans:	<p>These draft curriculum plans (schemes of work) should be the learners own.</p> <p>They can be the draft plans produced for this unit, but if so should be draft plans which are improved as a result of this unit.</p>
Curriculum enhancements:	<p>Reflect on curriculum enhancements to promote access and success for marginalised and under-represented groups in own subject.</p> <p>When reflecting on curriculum enhancements, learners may consider such issues as, for example:</p> <ul style="list-style-type: none"> • Representation and visibility. • Content knowledge and relevance. • Equity. • Inclusion. • Critical Thinking, Social Justice.
Models of constructive alignment:	<p>Compare and contrast models of constructive alignment and backward design.</p> <p>Models of Constructive Alignment may include, for example:</p> <ul style="list-style-type: none"> • Biggs' 3C Model - Developed in the 1980s by John Biggs, although the concept of constructive alignment predates this specific model.

	<ul style="list-style-type: none"> • Wiggins & McTighe’s Understanding by Design. - First introduced in McTighe's 1991 book "Designing Instructional Units" and further refined by Grant Wiggins in "Understanding by Design" (2005). • Guskey’s Five Levels of Alignment. - Introduced in Thomas Guskey's 2005 book "Evaluating the Quality of Teacher-made Assessment." • Kellar’s ARCS model. - Developed by John Keller in the 1980s as a motivational design model for instructional design. • Poehner’s Six Levels of Understanding. First presented by Mary Poehner in her 1995 book "Thinking About Art." • Nilson’s Direct Instruction Model. - Originally introduced in Edwin E. Ghiselli's 1971 book "The Psychology of Teacher Effectiveness," then adapted and expanded by Lee Nilson in his 1983 book "Direct Instruction." • Marzano’s Nine High-Yield Strategies. - Robert Marzano outlined these strategies in his 2004 book "The Art and Science of Teaching." • Bloom’s Taxonomy. Initially published in 1956 by Benjamin Bloom, but revised and updated in 2001 by Lorin Anderson et al. • Gagne’s Nine Events of Instruction. - Robert Gagne first presented this model in his 1962 book "The Conditions of Learning." • Ausubel’s Advance Organisers. - Introduced by David Ausubel in his 1960 book "The Psychology of Meaningful Verbal Learning."
<p>Backward design:</p>	<p>Models of backwards design may include, for example:</p> <ul style="list-style-type: none"> • Wiggins & McTighe’s Understanding by Design. • Wiggins’s Backward Planning Template - presented in his 2005 book "Understanding by Design."

	<ul style="list-style-type: none"> • Bligh’s Backward Design for Student Engagement - James Blythe introduced this model in his 2000 book "Designing Teaching for Real Understanding." • Burke’s Four Frames of Mind - Burke outlined these frames in his 1991 book "Becoming Critical Thinkers." • The Assessment Triangle: This concept emerged in the 1980s with the work of educators like Wiggins and McTighe, but continues to be a key element in backward design strategies. • Differentiated Backward Design: Carol Ann Tomlinson and Jay McTighe proposed this variation in their 2006 book "Making Differentiation Real." • Technology-Enhanced Backward Design: Integrating technology into backward design gained prominence in the late 1990s and early 2000s, evolving with ongoing technological advancements. • Backward Design for Social Justice Education: This application of backward design has developed over the past few decades, with contributions from educators like Harvey Daniels and Stephanie Harvey.
<p>Alignment:</p>	<p>Analyse the alignment between curriculum aims, assessment, content and activities in your draft plans.</p> <p>Learners should consider both where curriculum aims, assessment, content and activities align – and areas where there is a disconnect or lack of alignment.</p>
<p>Potential improvements:</p>	<p>Critically reflect on potential improvements to draft plans.</p> <p>These potential improvements must be evidence-based and have a measurable aim.</p>
<p>Evidence-based strategies:</p>	<p>Discuss evidence-based strategies for designing assessments which effectively promote and measure learning.</p> <p>Examples of evidence-based strategies include:</p>

	<ul style="list-style-type: none"> • Aligning assessments with learning outcomes. • Variety of methods. • Formative and summative balance. • Authentic applications. • Depth over breadth. • Instructions and rubrics. <p>Learner self-assessment</p>
Draft assessments:	<p>Apply principles of effective assessment design to develop draft assessments for own subject.</p> <p>These draft assessments should be the learners own. They can be the draft assessments produced for this unit, but if so should be draft plans which are then improved as a result of this unit.</p>
Appropriate criteria:	<p>Analyse the quality of draft assessments using appropriate criteria.</p> <p>Examples of criteria:</p> <ul style="list-style-type: none"> • Alignment with learning outcomes. • Appropriateness for learners / subject. • Quality of design. <p>Opportunities for feedback.</p>
Validity:	<p>Critically analyse the validity, reliability and fairness of draft assessments.</p> <p>Learners should also analyse their draft assessments for validity and in so doing may wish to consider such topics as:</p> <ul style="list-style-type: none"> • The difficulty in defining validity in assessment. • Issues around validation / investigating validity. • Types of validity and whether these exist. • Validation arguments. <p>Validity in context.</p>

<p>Reliability:</p>	<p>Learners should also analyse their draft assessments for reliability and in so doing may wish to consider such topics as:</p> <ul style="list-style-type: none"> • The difficulty in defining reliability in assessment. • Issues around investigating reliability. • Reliability as a measure of validity. <p>Reliability in context.</p>
<p>Fairness:</p>	<p>Learners should also analyse their draft assessments for fairness and in so doing may wish to consider such topics as:</p> <ul style="list-style-type: none"> • The difficulty in defining fairness. • Notions of equity and equality, for example. • Bias, both conscious and unconscious. <p>How to balance fairness and equity with subject requirements.</p>