

Crossfields Institute

Qualification Specification

Level 7 Diploma in the Philosophy and Practice of
Integrative Education



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Key Facts

Qualification Title	Crossfields Institute Level 7 Diploma in the Philosophy and Practice of Integrative Education
Qualification Number (QAN)	603/5566/9
Qualification Type	Vocationally Related Qualification
Sector	Teaching and Lecturing
Level	7
Rules of Combination	All learners are required to complete Module 3. Learners must complete either Module 1a or Module 1b and either Module 2a or Module 2b. They must complete a total of 3 Modules.
Total Qualification Time	500 hours
Guided Learning Hours	150 hours
Minimum age of learners	18
Assessment Methods	Portfolio of evidence
Grading system	Distinction/Merit/Pass/Fail
How long will it take to complete?	12 months part-time
Developed by	The qualification has been developed by Crossfields Institute with subject specific expertise provided by Crossfields Learning

Section 1: About this Qualification

1.1 Why take this qualification?

This objective of this Crossfields Institute Level 7 Diploma in the Philosophy and Practice of Integrative Education is to:

- Prepare you for employment as a teacher or school leader
- Provide professional development for you as an existing teacher or school leader
- Equip you to work with the Crossfields Institute Integrated Education qualifications for school students
- Provide personal growth and engagement in learning
- Prepare you to progress to a higher-level qualification or a full post-graduate teaching or leadership qualification

This qualification was developed in response to the major social, environmental and technological changes that are being experienced globally, and the changing skills and competences that young people need. As a response to these challenges, many educators are now experimenting with new approaches to teaching and learning with the aim of nurturing capacities such as creative thinking, empathy, resilience and resourcefulness. This qualification invites teachers and school leaders onto a journey of creative exploration that can serve as a catalyst for positive change within their own thinking and within their practice as educators.

1.2 Who is it for?

This qualification is designed for teachers and school leaders

1.3 What does the qualification cover?

You should take one from each pair of optional modules (two in total):

1a. Theory and Practice of Integrative Education

This module will introduce you to a range of integrative theories and approaches to education. You will be encouraged to apply your understanding of integrative education to your own practice and develop rigour, consistency and accountability in a way that is consistent with integrative education principles. There will be a focus on approaches that support collegiality and collaboration.

Or

1b. Leadership Practice in Integrative Education

This module will introduce you to new perspectives on leadership, self-development and organisational culture. Leadership is a complex area in schools and the aim is to develop an approach that grows out of the school ethos but also develops a culture of transparent, responsive and competent leadership practice.

2a. Philosophy and Practice of Steiner Waldorf Education

You will be given a grounding in Steiner's developmental picture of the human being and how this relates to pedagogical practice. This will support you to think critically and creatively about Steiner Waldorf education and what it means today in your own particular context

Or

2b. Innovation and Application of Integrative Education

The purpose of this module is to give you an opportunity to explore innovative approaches to integrative education. This will support you to think critically and creatively about education for young people and what it means today in your own particular context

You must complete this mandatory module:

3. Developing Own Practice

This module provides a summative opportunity to consolidate the theories and experiential learning from this programme. It will support your self-reflective practice, independent learning and ability to coherently present your findings.

The qualification is at level 7 as defined by Ofqual. <https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications#level-descriptors>

Recommended reading and resources will be provided by the centre delivering the qualification.

1.4 What are the entry requirements?

To take this qualification you need to demonstrate to the centre that you have:

- An undergraduate (bachelors) degree, or equivalent level qualification
- Where the qualification is delivered in English proof of spoken and written English at a level equivalent to IELTS 6 will be required.
- A teaching or leadership role within a school or college setting that has learners aged 14-21 years.

1.4 What are the assessment methods?

You will create a portfolio of evidence throughout your time working towards this qualification. This may include:

- written assignments
- reflective practice. e.g a learning journal or self-reflective journals
- peer observation or feedback as witness testimony
- presentations
- artefacts and creative work

Note: Plagiarism. Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. If there is evidence that your work is copied from elsewhere it will not be accepted, and you may be subject to a disciplinary procedure.

Buying and selling assignments Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

1.5 What are the progression opportunities?

This qualification has been designed to support you to progress in your career and professional development within a school or college setting. Following successful completion of the qualification you could:

- seek employment in a school or college
- seek employment in a different role within a school or college
- be an advanced practitioner or mentor within a school or college
- further your studies in education or educational leadership

Section 2: Modules

2.1 Module List

Module title	Ofqual ref	Total qualification time (TQT)	Credits
<u>Optional Modules</u>			
Theory and Practice of Integrative Education 1a	F/617/9914	200	20
Leadership Practice in Integrative Education 1b	J/617/9915	200	20
Philosophy and Practice of Steiner Waldorf Education 2a	L/617/9916	200	20
Innovation and Application of Integrative Education 2b	R/617/9917	200	20
<u>Mandatory Module</u>			
Developing Own Practice 3	Y/617/9918	100	10

Theory and Practice of Integrative Education 1a

Ofqual module code F/617/9914 **Guided Learning Hours (GLH)** 60

Module level 7 **Total Qualification Time (TQT)** 200

Module aim and rationale The purpose of this module is to introduce you to a range of integrative theories and approaches to education. You will apply your understanding of integrative education to your own practice and develop rigour, consistency and accountability in a way that is consistent with integrative education principles. You will engage with approaches that support collegueship and collaboration.

Learning outcomes

The learner will:

1. Critically evaluate integrative theories or approaches to education
2. Apply an integrative education approach to teaching, learning and assessment in own practice
3. Critically reflect on the use of peer mentoring networks in own practice

Indicative Content

In this module, students explore a range of integrative education theories and approaches. Examples include transdisciplinarity, integrative education, dialogic learning, enquiry-based learning and project-based learning. They also learn how to design teaching, learning and assessment strategies that support learning in a valid, reliable and differentiated way. There will be a focus on specific classroom skills, such as lesson planning and implementation, giving and receiving of feedback and classroom leadership. Students will explore the importance of staff and organisational culture in a school, and how to nurture collegueship and collaboration in a faculty. There will be a specific focus on using mentoring frameworks to share knowledge and practice.

Appendix 2 gives exemplar assignments for this module.

Leadership Practice in Integrative Education 1b

Ofqual module code J/617/9915 **Guided Learning Hours (GLH)** 60

Module level 7 **Total Qualification Time (TQT)** 200

Module aim and rationale The primary aim of this module is to help nurture leadership skills for those in leadership positions and those preparing to take such a role. Leadership is a complex area in schools and the aim is to develop an approach that grows out of the school ethos but also develops a culture of transparent, responsive and competent leadership practice. This module will introduce you to new perspectives on leadership, self-development and organisational culture.

Learning outcomes

The learner will:

1. Critically evaluate the organisational purpose of a chosen workplace
2. Critically discuss the current organisational culture and leadership practice of a chosen workplace
3. Reflexively engage with current self-leadership practice

Indicative Content

In this module, students explore a range of theories and approaches to leadership and organisational culture. There is an emphasis on the role of reflective and reflexive practice in the development of self and others in the workplace. The module introduces different approaches to the daily tasks involved in leadership practice and invites students to engage creatively with complexity, uncertainty and the idea of Negative Capability.

Appendix 2 gives exemplar assignments for this module.

Philosophy and Practice of Steiner Waldorf Education 2a

Ofqual module code L/617/9916 **Guided Learning Hours (GLH)** 60

Module level 7 **Total Qualification Time (TQT)** 200

Module aim and rationale The purpose of this module is to give you a grounding in Steiner's developmental picture of the human being and how this relates to pedagogical practice. This will support you to think critically and creatively about Steiner Waldorf education and what it means today in your own particular context.

Learning outcomes

The learner will:

1. Critically evaluate Steiner's developmental picture of the human being
2. Apply core principles of Steiner Waldorf education in own practice
3. Critically evaluate the role of inner work in a Steiner Waldorf Education context

Indicative Content

In this module Steiner's developmental picture of the human being is presented as the foundation for Steiner Waldorf pedagogical practice. An overview of the historical context of Steiner's time will be given. Key ideas in Steiner's philosophy will be explored including the distinction between body, soul and spirit and thinking, feeling and will. Some methodological principles in Steiner Waldorf education will be considered. Steiner's approach to self-development and inner work will be introduced.

Appendix 2 gives exemplar assignments for this module.

Innovation and Application of Integrative Education 2b

Ofqual module code R/617/9917 **Guided Learning Hours (GLH)** 60

Module level 7 **Total Qualification Time (TQT)** 200

Module aim and rationale The purpose of this module is to give you an opportunity to explore innovative approaches to integrative education. This will support you to think critically and creatively about education for young people and what it means today in your own particular context.

Learning outcomes

The learner will:

1. Compare and critically evaluate two innovative approaches in integrative education
2. Justify the application of integrative education methods in a specified context
3. Critically evaluate the role of inner work in an integrative education context

Indicative Content

In this module a range of innovative approaches to integrative education in schools and non-formal setting will be studied. This may include approaches to using technology in creative or fully embedded ways, project based and problem-solving methodology and taking learning outside the classroom and into a local environment. Well established, radical approaches from the last century may also be considered, including Steiner Waldorf and Montessori. Students will be asked to research and engage critically with at least two innovative approaches and to consider the role of inner work in an integrative education context.

Appendix 2 gives exemplar assignments for this module.

Developing Own Practice 3

Ofqual module code Y/617/9918 **Guided Learning Hours (GLH)** 30

Module level 7 **Total Qualification Time (TQT)** 100

Module aim and rationale This module provides a summative opportunity to consolidate the theories and experiential learning from this programme. It will support students' self-reflective practice, independent learning and ability to coherently present their findings.

Learning outcomes

The learner will:

1. Critically evaluate own practice
2. Apply strategies to develop own practice

Indicative Content

In this module tools and methods of reflective and reflexive practice are applied. Strategies to develop students' own practice and critical evaluation are put into practice. Students access and use contemporary research to inform themselves about current and emerging thinking in the field of education, and they become familiar with accessing skills and knowledge in their peer network.

Appendix 2 gives exemplar assignments for this module.

Section 3: Delivering this qualification

3.1 Requirements for Centres

Centres must be approved by Crossfields Institute. In order to be approved to offer this qualification, centres must have:

- Staff who are appropriately qualified and experienced in teacher education and leadership education. Assessors and Internal Quality Assurers (IQA) will need to meet the relevant occupational standards, and a Lead IQA for the centre must demonstrate a high level of experience and expertise in moderation and quality assurance.
- A learning environment that is suitable for group work, and can provide access to outdoor space and creative materials
- A virtual learning environment that can provide online resources, forums for learners and secure submission of assignments
- An online platform that can support online live seminars

For more information about the process of becoming a centre, please contact us or refer to our Centre Handbook (www.crossfieldsinstitute.com/resources). Once a centre is approved access to a Crossfields Institute Assessor Toolkit and IQA handbook will be provided to support Quality Assurance processes.

3.2 Assessment Requirements

This qualification is assessed through a portfolio of evidence. The learner must meet all learning outcomes in the module before they can be awarded that module. We encourage a holistic approach to assessment where appropriate, this means using assignments which can cover elements of more than one learning outcome, and potentially cover more than one module.

An exemplar assessment plan is provided in Appendix 2.

3.3 Grading

Most assignments for this qualification are marked within 4 bands: Distinction, Merit, Pass and Working Towards. Assignments relating to Learning Outcomes 3 for modules 1a, 2a and 2b and Learning Outcome 2 for module 1b are assessed as Pass/Fail. The criteria for individual assignments will depend on the learning outcomes and the purpose and format of the assignment, but these generic criteria provide general guidance.

Distinction

Work at this level demonstrates comprehensive knowledge, critical awareness of the relevant field and evidence of original thought. It is presented with great clarity in communication and careful observation of academic conventions or other relevant norms in the field of practice. Where relevant, the work should show that:

- Self-reflection is insightful and demonstrably leads to the enhancement of informed practice;
- Biographical/personally driven questions have been carefully negotiated and utilised to good effect;

- Recognition of the individual, group, humanity or environmental context has been worked with insightfully;
- The work demonstrates creativity in its conception and/or presentation
- The work integrates relevant contemporary theory in a creative and insightful way
- There is evidence of a high level of integration of theory, practice and emotional engagement

(Exemplary work in this band would be of a publishable standard.)

Merit

Work at this level demonstrates a good understanding of key concepts, but could be further developed and strengthened with greater focus and more in-depth analysis. There should be evidence of critical analysis and appropriate reading that is accurately and appropriately referenced. It is clearly presented but could have minor errors or omissions.

Where relevant, the work should show that:

- Self-reflection is insightful;
- Biographical/personally driven questions have been carefully negotiated and utilised to good effect;
- Recognition of the individual, group, humanity or environmental context has been worked with effectively
- The work demonstrates some creativity in its conception and/or presentation
- The work integrates relevant contemporary theory
- The work shows evidence of some integration of theory, practice and emotional engagement.

Pass

Work at this level meets the relevant learning outcomes but is likely to be mostly descriptive. Some basic critical awareness is present but the analysis is not very well developed and could be strengthened in originality or scope. Some evidence of appropriate reading and critical thought beyond the taught material but evaluation and critique could be strengthened. Evidence of appropriate structure but presentation and focus may need improving.

Where relevant, the work should show that

- Self-reflection is usefully applied
- Opportunities for shaping the assignment to address biographical/personally driven questions have been negotiated and applied;
- Recognition of the individual, group, humanity or environmental context is present
- The work demonstrates some creativity, but this might work against its clarity rather than supporting it;
- There is some reference to relevant theory, practice and emotional engagement

Working Towards

Work at this level has not yet met the learning outcomes. For example, there might be evidence of misunderstanding of key knowledge in the relevant field or significant gaps in knowledge or structure. Basic norms of academic practice have been ignored, for example, clear referencing of sources, or they might be little evidence of reading or other research. The presentation might be unclear or unhelpful.

Where relevant for the work:

- No self-reflection is used, or it is indulgent rather than purposeful;
- Opportunities for shaping the assignment to address biographical/personally driven questions have been used but have not been negotiated;

- Recognition of the individual, group, humanity or environmental context is lacking in the work;
- The work shows no creativity or where it is evident it is inappropriate;
- There is little or no reference to theory
- One or more of the elements: theory, practice and emotional engagement, are missing or inappropriately overemphasised.

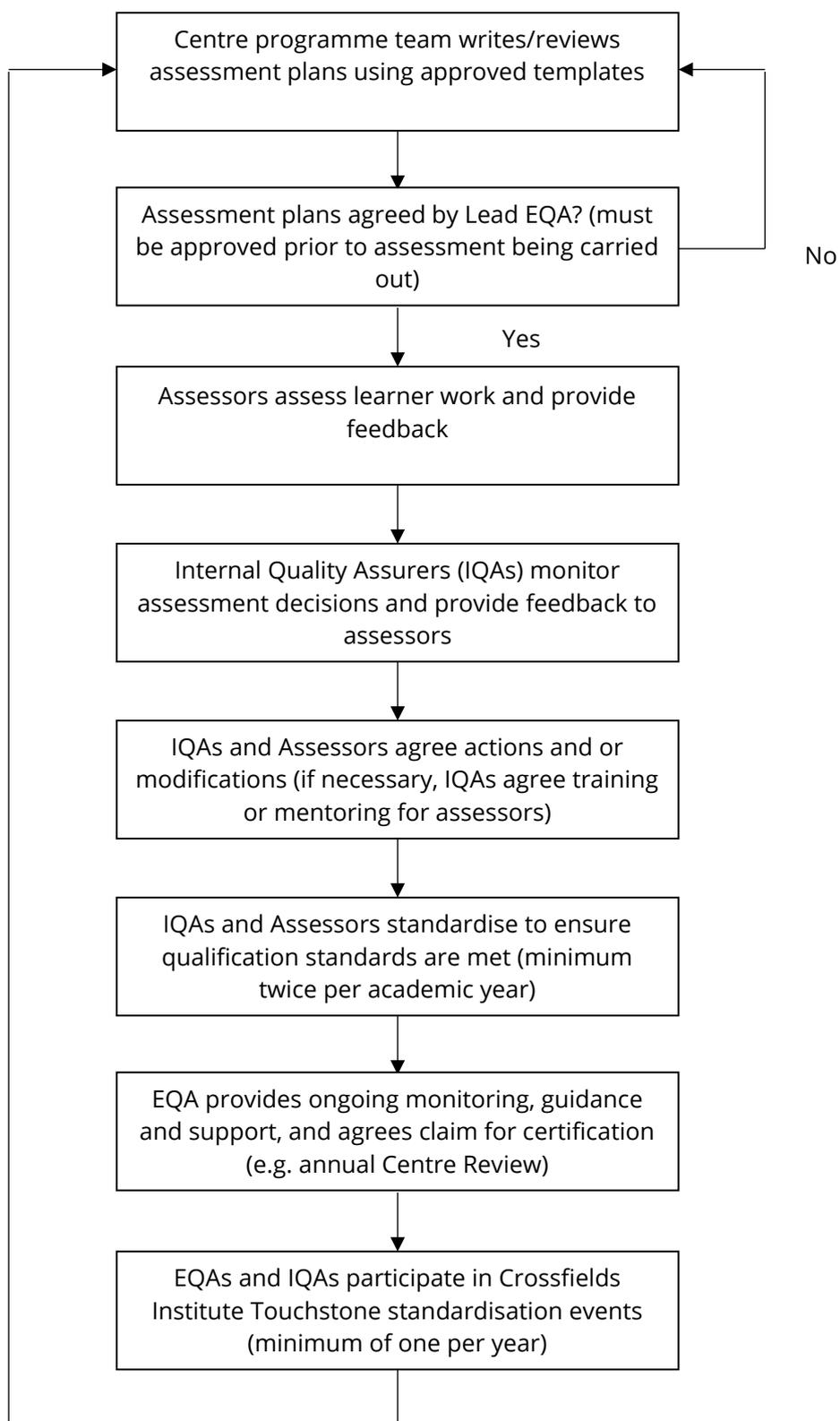
These descriptions give the general strengths and/or weakness that would be evident in work at each band. Occasionally, where a piece of work has an unusual blend of both strengths and weaknesses from two bands, an accommodation is made to take account of both, although for any piece the learning outcomes do need to be covered.

3.4 Quality Assurance

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The primary aim of the Crossfields Institute Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Quality Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering this qualification are required to follow this Crossfields Institute Quality Assurance process:



3.5 Assessment Planning Guidance

This qualification uses a centre devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

3.6 Training and Support

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (TAQA) are available for these roles. Crossfields Institute can also provide customised assessor and IQA education as well as review of assessor and IQA practice.
- Assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role.
- Handbooks, exemplars and templates are available from the Crossfields Institute Quality Team.
- Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for centres.

Please note: there may be a charge for training and resources provided by Crossfields Institute.

3.7 Policies and Procedures

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated

fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with

Crossfields Institute has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints and Appeals Policy: which allows learners to take action if they feel they have been treated unfairly.
- Reasonable Adjustments and Special Considerations Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances.
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed.
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias.

Crossfields Institute Policies, and other key documents, are available on our website at www.crossfieldsinstitute.com/resources

Appendix 1: Exemplar Assessment Plan

These are examples of assignments which could be used to meet each of the learning outcomes. The Assessment Plan for each cohort must be agreed with the Lead EQA.

Module	Learning Outcomes <i>On successful completion, the learner will be able to:</i>	Example Assignment <i>Whether the learner has met the Learning Outcome may be assessed using the assignment:</i>	Date due for Completion
Module 1a	Critically evaluate integrative theories or approaches to education	critically evaluate at least two integrative theories or approaches to education that relate to your own context. (3000 words or equivalent.)	
	Apply an integrative education approach to teaching, learning and assessment in own practice	Design, implement and evaluate a teaching, learning and assessment strategy that is informed by integrative education principles. (evidence for this assignment should include a strategy document, an observation record by a colleague or mentor and a self-evaluation report)	
	Critically reflect on the use of peer mentoring networks in own practice	Critically reflect on the use of peer mentoring networks in your own practice. This is assessed through a reflective account of your experience. (maximum 2000 words or equivalent)) This assignment is assessed on a Pass/Fail basis and not graded	
Module 1b	Critically evaluate the organisational purpose of a chosen workplace	Conduct a study on a workplace of your choice. Critically evaluate the culture and leadership practice of the organisation. Reflect on the purpose of your role and to what extent this aligns with the purpose of the organisation (3000 words or equivalent)	
	Critically discuss the current organisational culture and leadership practice of a chosen workplace		

Module	Learning Outcomes <i>On successful completion, the learner will be able to:</i>	Example Assignment <i>Whether the learner has met the Learning Outcome may be assessed using the assignment:</i>	Date due for Completion
	Reflexively engage with current self-leadership practice	<p>Write an account of your reflexive engagement with self-leadership practice including the following elements:</p> <ul style="list-style-type: none"> • A reflection on your own biography and what has led you to be where you are today. Highlight key moments that have shaped your leadership practice • An exploration of the kind of leader you aspire to be • Reflect on the purpose of your role and to what extent this aligns with the purpose of the organisation <p>(maximum 2000 words or equivalent) This assignment is assessed on a Pass/Fail basis and not graded</p>	
Module 2a	Critically evaluate Steiner's developmental picture of the human being	Critically evaluate an aspect of Steiner's developmental picture of the human being. (maximum 3000 words or equivalent)	
	Apply core principles of Waldorf education in own practice	Critically discuss the implementation of a core principle of Waldorf Education in own practice. (evidence of this can be composed of work products, presentation, professional discussion)	
	Critically evaluate the role of inner work in a Waldorf Education context	Critically reflect on your experience of using an inner work practice in the context of your role. (This is assessed through a reflective account of	

Module	Learning Outcomes <i>On successful completion, the learner will be able to:</i>	Example Assignment <i>Whether the learner has met the Learning Outcome may be assessed using the assignment:</i>	Date due for Completion
		your experience. (maximum 2000 words or equivalent) This assignment is assessed on a Pass/Fail basis and not graded	
Module 2b	Compare and critically evaluate two innovate approaches in integrative education	Critically compare and evaluate two integrative approaches to education. (3000 words or equivalent.)	
	Justify the application of integrative education methods in a specified context	Present a case study of an application of integrative education methods in a specified context. (evidence of this can be composed of work products, presentation, professional discussion.)	
	Critically evaluate the role of inner work in an integrative education context	Critically reflect on your experience of using an inner work practice in the context of your role. (This is assessed through a reflective account of your experience. (maximum 2000 words or equivalent) This assignment is assessed on a Pass/Fail basis and not graded	
Module 3	Critically evaluate own practice	Design, implement and evaluate a strategy to develop own practice. Evidence for this should take the form of a presentation to peers and faculty, conducted in the final residential. (The presentation should be 20 minutes long and will be followed by a 10-minute question and answer session.)	
	Apply strategies to develop own practice		