Level 4 OCR Teaching in the Lifelong Learning Sector

Unit 7 – Preparing to Teach in the Lifelong Learning Sector

Level 4
QCA Accreditation Number: Y/500/8947

Unit Description

Unit Aims

- This unit aims to develop the student teacher's ability to plan the teaching, learning and assessment processes for a full learning programme, recognising and meeting the needs of the learners and of any external requirements. It will also enable the student teacher to develop understanding of how the learning and assessment processes may be planned, resourced and reviewed and the key issues that may impact on it and to develop an understanding of how to create and maintain an effective learning environment, including effective communication and working relationships with learners and colleagues. Student Teachers will also

- The Unit will also enable the student teacher to recognise learners' entitlement to educational and personal support and understanding of how individual and/or group learning can be encouraged. Through the development of their portfolio the student teacher will also develop their ability to reflect on one's own professional practice.

Credit Value: 6

Unit synopsis

This unit is about:

- identifying how to meet learner needs

- identifying ways to offer effective support for learning

- recognising learner entitlement in the learning process

- enhancing learners' access to and participation in programmes of learning

- motivating learners and fostering an enjoyment of learning

- identifying and implementing the appropriate methods and strategies for teaching and supporting learning and learning objectives

- effective communication and interaction

- designing a teaching and learning session

- promoting learners' understanding of the assessment process and its importance,

- encouraging learners to take responsibility for their own learning

- choosing or designing appropriate resources to support learning

- developing own' critical understanding of the nature and purpose of assessment from a national perspective and the need to accurately assess

- how assessment decisions can be recorded and how assessment information may be used

- to develop an ability to reflect upon, and learn from, one's own professional practice self-

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 (utilising student-teacher experience as a resource)

- workshop activities

- micro-planning for micro-teaching session

- lecture

- question and answer

- whole group discussion (utilising student-teacher experience as a resource)

- resource-based learning

- demonstration and practice

- micro-teaching to small and large groups

- role play

- discussion

- lecture and exposition

- directed study and research

- practical activities

- ILT practical sessions

- attendance at meetings

- membership of relevant professional bodies

- debate

- professional discussion

Please note: Additional resources to aid with the delivery and assessment of this unit are available on the OCR website

Guidance on delivery for Centres:

For many candidates this will be first opportunity to explore the skills and knowledge required to successfully teach in the lifelong learning sector. Centres will need to be able to provide the opportunity for the student teacher to engage in planning and delivering teaching .

Delivery may take the form of:

- provision of individual learning plans,

- provision of guidance on the qualification and progression routes to further development,

- provision of opportunities for learning, eg discussion fora,

- Provision of ongoing mentoring to the student teacher, including review and feedback on learning experiences and development of competence,

- Observation of peer-to-peer discussions of groups of student teachers or of students teachers and qualified teachers,

- Observation of teaching practice,

- Professional discussion with the assessor will develop and test the knowledge requirements, where these are not already met through the activities described above.

Guidance on Assessment for Centres:

At level 4 the candidate must be able to demonstrate complex skills and knowledge within the context of this unit. The ability to recognise and develop thinking across these criteria is to be encouraged. This means that while a candidate should aim to produce concise written evidence and clarity of thought, this will need to be of sufficient depth and breadth to meet the level 4 standard. There is an expectation that the written work will be presented at the appropriate level.

Teaching practice requirements

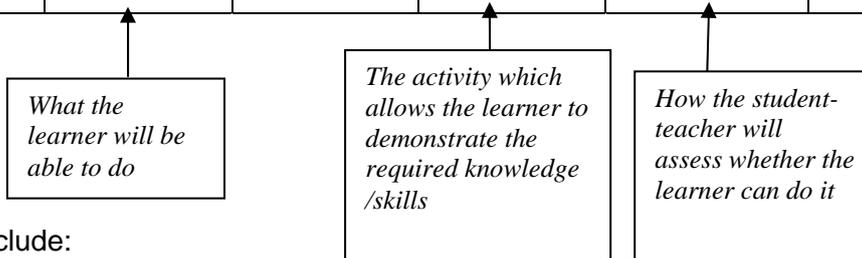There is no requirement to undertake teaching practice other than as micro teaching for assessment purposes.

Observed and assessed practice

- Candidates should be involved in at least one hour of microteaching. Each candidate must deliver at least one 15 minute microteaching session which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, candidates can

either deliver additional microteaching sessions or observe the microteaching sessions of other candidates. Observed and assessed practice can be within an appropriate teaching practice location.

- For each of the observed sessions the student teach must produce a self-evaluation detailing how their experience/reflection on the session will help to shape future practice. An observation report from the tutor/mentor/manager identifying how performance criteria (*Communicate effectively with learners and Facilitate and encourage individual and group learning)* have been met should also be submitted for each observed session. Student-teachers must produce an original **lesson plan** that shows clearly how the lesson plan meets the needs of the learners and the learning aim.

- Lesson **plans** should be produced in a format that makes clear the link between learning outcomes, learner activity and assessment strategy. This could be laid out in a grid format, for example:

Time	Lesson content	Learning outcomes	Teaching Method	Learner activity	Assessment	Resources
09.00	Re-cap of previous lesson	Learners will be able to identify key points of previous lesson	Question and answer	Answer (and raise questions)	Student-teacher observes learner response	Whiteboard

What the learner will be able to do

The activity which allows the learner to demonstrate the required knowledge /skills

How the student-teacher will assess whether the learner can do it

The assessment can include:

- professional discussions with the student teacher and their colleagues,

- witness statements,

- Reviewing documentation, including minutes, reports, and presentations, schemes of work, lesson plans, assessment plans and marking schemes

- Video recordings

- Observation of practice using a range of teaching and learning methods.

- Written assignment

- Case studies

- Research projects

- Written review of students progress

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.

Ainley, P. and Bailey, B. (1997) *The Business of Learning: Staff and Student Experiences of Further Education in the 1990s.* London: Cassell

Altrichter, H., Posch, P. and Somekh, B. (1993) *Teachers Investigate Their Work: An Introduction to the Methods of Action research.* London: Routledge

Armitage, A. et al (1999) *Teaching and Training in Post-Compulsory Education.* Buckingham: Open University Press

Ball, S., Maguire, M. and Macrae, S. (2000) *Choice, Pathways and Transitions Post-16.* London: Routledge Falmer

Brown, S. and Race, P. (1994) *Assess Your Own Teaching Quality.* London: Kogan Page

Curzon, L. (1997) *Teaching in Further education: an outline of principles and practi*ce. 5th edition. London: Cassell

DfEE (1998) *The Learning Age: A renaissance for a New Britain.* London: HMSO

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

DfES (2001) *Schools – achieving success.* London: HMSO

Gibbs, G (1992) *53 Interesting Things to Do in Your Lectures (Interesting Ways to Teach)* Technical & Educational Services Ltd [4Rev Ed edition] ISBN-10: 094788503X ISBN-13: 978-0947885038

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

Goleman, D. (1996) *Emotional Intelligence.* London: Bloomsbury

Gravells A (2006) *Delivering Adult Learning – Level 3 Coursebook*, Learning Matters,

Habeshaw S, (1992) *53 Interesting Things to Do in Seminars and Tutorials (Interesting Ways to Teach)* Technical & Educational Services Ltd; [4Rev Ed edition] ISBN-10: 0947885080 ISBN-13: 978-0947885083

Jessup, G. (1991) *Outcomes: NVQs and the Emerging Model of Education and Training.* London: Falmer

Maslow, A. (1987*) Motivation and Personality.* New York: Harper & Row

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

Pring, R. (1995) *Closing the Gap: Liberal Education and vocational Preparation.* London: Hodder and Stoughton

Reece I and Walker S (2003) *Teaching, Training and Learning: A practical Guide (5th Edition)*

Business Education Publishers Ltd

Rowntree, D. (1987) *Assessing Students: How Shall We Know Them?* London: Kogan Page

Tennant, M. (1997) *Psychology and Adult Learning.* London: Routledge

Unwin, L. and Wellington, J. (2000) *Young People's Perspectives on Education, Training and Employment*. London: Kogan Page

Wallace S, (2001) *Teaching and Supporting Learning in Further Education: Meeting the FENTO Standards (Further Education)* Learning Matters Ltd. **ISBN-10:** 1903300282 **ISBN-13:** 978-1903300282

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

Wallace S, (2007) *Teaching, Tutoring and Training in the Lifelong Learning Sector* (3nd Edition) Learning Matters. ISBN 9780844450909

Websites

www.ocr.org.uk	OCR web site
www.qca.org.uk	Qualifications and Curriculum Authority
www.dfes.gov.uk	Department for Children, Schools and Families (Formerly Department for Education and Skills (DfES)
www.gtce.org.uk	General Teaching Council for England
www.gtcs.org.uk	General Teaching Council for Scotland
www.gtcw.org.uk	General Teaching Council for Wales
www.gtcni.org.uk	General Teaching Council for Northern Ireland
www.estyn.gov.uk	The Office of Her Majesty's Chief Inspector for Education and Training in Wales
www.ofsted.gov.uk	The Office for Standards in Education.
www.hmie.gov.uk	Her Majesty's Inspectorate of Education (Scotland)
www.standards.dfes.gov.uk/secondary/keystage3/all/respub/sec_pptl0	
	The standards Site - it has units on a range of learning and teaching, mainly aimed at schools but some of the content would be of use to a student teacher.
www.ifl.ac.uk	The Institute for Learning
www.14-19guide.org.uk	
	The Association of Learning Provided

Assessment Criteria, Knowledge and Evidence Linked to Practice

1. Understand own role, responsibilities and boundaries of role in relation to teaching.

Assessment Criteria		Knowledge	Evidence Linked to Practice
1.1	Review own role and responsibilities, and boundaries of own role as a teacher[*]	- understand the teacher's contractual obligations - recognise the limits of the teacher's own authority and responsibility - understand appropriate national codes of professional practice and their relevance to current adult learning. - understand how to plan for inclusiveness (ensuring that the planned learning activities meet the needs of all learners) - understand how to make learning programmes more accessible, and why this is important (link to recent White Papers, lifelong learning, etc) - Review widening participation and how the individual can contribute to widening participation. - understand the organisation's recording procedures - Identify appropriate assessment procedures for evaluating learners' potential to achieve required learning outcome. - Identify techniques for basic skills screening and diagnostic testing	Where possible the student teacher should include real-life examples of their own experiences. Evidence of practice can include: - A succinct report.on one or more assessment criteria . - A report, identifying and summarising key aspects of current legislation and CoP in a specific context. - a draft form on referral of a learner or submit one that you already use in your position - A table of learner results annotated to show how such results are used and a brief explanation of why the identified recording methods and processes are used. - A report explaining the process for record keeping.
1.2	Summarise key aspects of relevant current legislative requirements and codes of practice within a specific context.		
1.3	Review other points of referral available to meet the potential needs of learners		
1.4	Discuss issues of equality and diversity, and ways to promote inclusion (AP2)		
1.5	Justify the need for record keeping		

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[*] Represents coverage of the 6 domains, which make up the overarching professional standards, ie roles and responsibilities across the 6 domains.

		• Understand how to interpret the results of such initial assessments	

This learning outcome may be presented as one report, presentation or video, providing all scope and knowledge are identified.

2. Understanding appropriate teaching and learning approaches in the specialist area

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1 **2.2** **2.3**	Identify, adapt and use relevant approaches to teaching and learning in relation to the specialist area (BP2.2) Analyse and explore ways to embed elements of functional skills in the specialist area (BP 4.3) Evaluate the teaching and learning approaches for a specific session	• Understand appropriate teaching and learning approaches • Recognise the advantages and disadvantages of a range of methods (eg lecture, discussion, role play) • Understand how to choose the method appropriate to the topic and the learners' needs • Recognises Group methods and understands how to use them • Understands ways for the teacher to offer learning support • Understands how to encourage learner motivation • Understands how to provide learner "ownership" of their learning • Recognises ways in which teacher can provide learning support • Identifies the limits of the teacher's	Where possible the student teacher should include real-life examples of their own experiences. Evidence of practice can include: • Assessors Observation Record Form (Provided on page 30) • Self Evaluation Form (Provided on page 34) NB Additional sheets identifying candidate aims may be included but are not essential.

		competence to deal with learners' concerns	
		• Explores other sources of learning support for the learner • Understands the Institutional structures for providing learners with support	
		• Recognises Learning styles • Understands a range of theories to understand learning styles • Identifies learners learning styles • Understands how the teaching strategy identified accommodates learning styles • Knows how to define and record aims clearly on schemes of work and lesson plans	

3. Demonstrating session planning skills

Assessment Criteria		Knowledge	Evidence Linked to Practice
3.1	Plan a teaching and learning session which meets the needs of individual learners (CP 1.2)	• Understands how to select and sequence lesson content in order to enable learners to meet the outcomes	Where possible the student teacher should include real-life examples of their own experiences.
3.2	Evaluate how the planned session meets the needs of individual learners (DP 1.2).	• Understands how to use the specified learning outcomes as a basis around which to draw up a lesson plan	Evidence of practice can include:
3.3	Analyse the effectiveness of the resources for a specific session.	• Knows how to incorporate into the lesson plan a coherence between outcomes,	• Session plans representing delivery of a

| | | learner activity and assessment strategy
• Recognises how each lesson plan should clearly identify its aims and outcomes/objectives.
• Understands how to use the information derived from assessment and end-of-session assessment processes and adapt teaching methods to suit.
• Understands how to use assessment information to monitor the effectiveness of the learning process in meeting the needs of individual learners (formative)
• Identifies the appropriate range of equipment and its uses in supporting learning (eg OHP, PowerPoint, Whiteboard)
• Understands how to prepare resources such as handouts/overhead transparencies
• Understand how to develop teaching materials such as worksheets, gapped handouts, game cards, individual task sheets
• Knows how to access the necessary resources
• Understands how to use resources to support individual learning | minimum of 1 hour of microteaching
• One session of which must be at least 15 minutes in length
• Planned sessions must be those recorded in observation records and self evaluation forms for choice of resources.
• Evaluation of resources used in identified and observed lessons and explanation of effectiveness.

• Delivery of a total of 1 hour's microteaching, one session of which must be at least 15 minutes in length.
• Self-evaluation forms for observed sessions

This learning outcome may be presented as one report, presentation or video, providing all scope and knowledge are identified.

• A short report which expands on the self evaluation of the specific session, and analyses the effectiveness of the resources. Suggestions for improving the quality and effectiveness of the resources are made within the report. |

Student-teachers must produce an original lesson plan and rationale that shows clearly how the lesson plan meets the needs of the learners and the learning aim.

The lesson plan should be produced in a format that makes clear the link between learning outcomes, learner activity and assessment strategy. This could be laid out in a grid format, for example:

4. Understand how to deliver inclusive sessions which motivate learners.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Analyse different ways to establish ground rules with learners which underpin appropriate behaviour and respect for others (DK 1.2)	• Understand how to work within the required structures of communication and authority within the chosen sector. • Recognise the rights of learners, equality and diversity in learning • Identify the information needs of others • Identify ways of integrating one's own teaching with that of others within a team • understand how to communicate effectively colleagues.	Where possible the student teacher should include real-life examples of their own experiences. Evidence of practice can include:
4.2	Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners (DP 2.3)	• Recognises the limits of ones own competence and when to seek advice. • Understand how to create an environment conducive to learning • understand how to create situations that provide opportunities to learn from others (eg peer observation) • Recognises the advantages and disadvantages of a range of methods (eg lecture, discussion, role play) • Knows how to choose the method appropriate to the topic and the learners' needs • Recognises ways of conducting debriefing and providing constructive feedback to learners • Understands how to use effective ways of providing constructive feedback to learners	• A single report, presentation or video, providing all scope and knowledge are identified. • Assessors Observation Record Form (Provided on page 30) • Self Evaluation Form (Provided on page 34) • References to lesson plans • Video evidence or witness statements • Self evaluation or audits of own competence in delivering inclusive sessions. NB Additional sheets identifying candidate aims may be included but are not essential.
4.3	Explain different methods of giving feedback.		
4.4	Demonstrate good practice in giving feedback.		
4.5	Communicate appropriately and effectively with learners.		
4.6	Reflect on and evaluate the effectiveness of own teaching, making recommendations for modification as appropriate		

	• feedback in ways that encourage learners and reinforce learning • Understands how use appropriate ways of providing constructive feedback to learners feedback in ways that encourage learners and reinforce learning • Understands how to reflect on own teaching and evaluate how effective the sessions and self were in motivating and including learners. • Understand how to make recommendations for future delivered sessions	

5. Understand the use of different assessment methods and the need for record keeping

	Assessment Criteria	Knowledge	Evidence Linked to Practice
5.1 **5.2**	Review a range of different assessment methods. Evaluate the use of assessment methods in different contexts, including reference to initial assessment (EP 1.2)	• Distinguishes between formative and summative assessment procedures • Recognises the role of assessment in the overall evaluation of learning programmes (summative) • Understands the purpose of self-, peer- and tutor assessments, and how these relate to one another • Understands the role of continuous assessment and end-of-programme assessment processes and when to use them • Recognises the advantages and	Where possible the student teacher should include real-life examples of their own experiences. Evidence of practice can include: • A single report, presentation or video, providing all scope and knowledge are identified. • Guidance to students on the purpose of and nature of the assessment process • A report explaining the choice of assessment methods and how they are relevant to the learning programme,

		disadvantages of different forms of assessment (eg practical, question and answer, short answer test) • Understand how to identify the criteria for evaluating learners' experience, attainment and progress. • Understands how to map assessment methods against specified curricula, syllabuses and standards • Understands the range of assessment methods • Knows how to establish what constitutes acceptable levels of work to enable learners to meet learning outcomes.	creating a coherent assessment process. The report should also justify the validity and reliability of the assessment methods chosen. • An annotated assessment plan to show how equality of opportunity is assured. • An annotated assessment plan showing how the assessment is realistic, relevant and meets internal and external requirements.
5.3	Justify the need for record keeping in relation to assessment (AP 6.3)	• Understands practical procedures for conducting and recording assessments • Recording procedures used by awarding bodies	