

# OCR Teaching in the Lifelong Learning sector – qualification units

## Unit 32 – Level 5 Wider Professional Practice

Level 5

QCA Accreditation Number A/500/9895

### Unit description

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#### **Unit aims**

The aim of this unit is to develop the ability of student teachers in full teacher roles to engage in a wide range of professional practice activities, which are not necessarily linked directly to their subject discipline.

This unit will enhance the student teacher's ability to support learners through understanding and practice of the internal and external policies, procedures and which affect the delivery of learning opportunities in the life long learning sector and the issues which need to be addressed in order to enhance your practice.

The unit will highlight the fact that teaching is not limited to subject knowledge but requires understanding of and engagement with a range of internal and external requirements which govern professional practice, subject delivery, assessment and quality assurance. For those who are already widening their professional practice, it allows the teacher to demonstrate the current breadth of experience, knowledge and engagement and how they will continue to maintain their currency in this area. For those who are developing this area of their professional practice, it will provide them with a framework in which they can analyse their own current level of knowledge and experience so that they can develop and implement the necessary plans to enhance this area of their professional development.

**Credit value 15**

#### **Unit synopsis**

- To provide student teachers with the opportunity to demonstrate and enhance their wider knowledge and understanding of professional, regulatory and statutory bodies which are relevant to the life long learning sector and their ability to apply them in their working environment.

- To provide student teachers with the opportunity to demonstrate and enhance their wider knowledge and understanding of the institutional policies and procedures, including quality assurance (QA) and quality improvement (QI), which influence their delivery of learning to students and to apply them appropriately.
- To provide evidence of analysing the student teacher's own knowledge and experience of the impact of internal and external requirements that impact on their subject delivery and provide plans for broadening and enhancing their wider professional practice.

### **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 including peer-to-peer
- Directed study and research
- Question and answer
- Presentation
- Discussion
- Attendance at conferences
- Presentation of papers to conferences
- Attendance at meetings
- Membership of relevant professional bodies
- Debate
- Professional discussion

### **Guidance on delivery for centres**

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.

### **Guidance on assessment for centres**

This is a mandatory unit and therefore the centre must be able to provide opportunities for teaching practice.

There is an expectation that the written work will be presented at an appropriate level.

The assessment can include:

- Observation of peer-to-peer discussions of groups of student teachers or of students teachers and qualified teachers.
- witness statements,
- Reviewing documentation, including minutes, reports, and presentations, schemes of work, lesson plans, assessment plans and marking schemes.
- Video recordings
- Professional discussion with the assessor will test the knowledge requirements, where these are not already met through the activities described above.
- Diary/journal
- Reports written by the student teacher on research, analysis and interpretation of wider professional practice.

This is a level five award and thus the student teacher must demonstrate complex skills and knowledge, often covering more than one element of the assessment criteria. The ability to recognise and develop thinking across these criteria is to be expected in this unit and a piece of evidence should normally cover a range of assessment criteria. This does mean that reports, whilst aiming for succinctness and clarity of thought will need to be of sufficient depth and breadth to meet the level five standard. Therefore, reports presented as evidence, should be of six sides of A4. Similarly, professional discussion and video recordings will need to demonstrate these qualities and should be of 20 minutes duration.

### **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.

General:

Professional Journals within the subject specialism.  
Journal of Education Policy

Specific:

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 Practice*. 5<sup>th</sup> 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. (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,

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* (3<sup>rd</sup> 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 (5<sup>th</sup> 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. (2007) *Teaching, Tutoring and Training in the Lifelong Learning Sector* (3<sup>rd</sup> Edition) Learning Matters. ISBN 9780844450909

West-Burnham, J. (1997) *Managing Quality in Schools (SMS)*. Prentice Hall

## **Websites**

[www.ocr.org.uk](http://www.ocr.org.uk) OCR web site

[www.qca.org.uk](http://www.qca.org.uk) Qualifications and Curriculum Authority

[www.dfes.gov.uk](http://www.dfes.gov.uk) [Department for Children, Schools and Families](http://www.dfes.gov.uk) (Formerly Department for Education and Skills (DfES))

[www.gtce.org.uk](http://www.gtce.org.uk) General Teaching Council for England

[www.gtcsc.org.uk](http://www.gtcsc.org.uk) General Teaching Council for Scotland

[www.gtcw.org.uk](http://www.gtcw.org.uk) General Teaching Council for Wales

[www.gtcsi.org.uk](http://www.gtcsi.org.uk) General Teaching Council for Northern Ireland

[www.estyn.gov.uk](http://www.estyn.gov.uk) The Office of Her Majesty's Chief Inspector for Education and Training in Wales

[www.ofsted.gov.uk](http://www.ofsted.gov.uk) The Office for Standards in Education.

[www.hmie.gov.uk](http://www.hmie.gov.uk) Her Majesty's Inspectorate of Education (Scotland)

Websites for any professional body or awarding body relevant to the student teacher.

## Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Discuss key aspects of professionalism in the context of the lifelong learning sector.	Understand the Professional standards of the Teaching Profession as laid down by LLUK, TTA, etc relevant to the life long learning sector.  Understand subject-oriented professional standards and codes of practice.	Where possible the student teacher should include real-life examples of their own experiences.  Evidence of practice can include: <ul style="list-style-type: none"> <li>• discussions amongst staff,</li> <li>• meetings at conferences,</li> <li>• presentations to peer groups and follow-on discussions.</li> <li>• A report</li> <li>• a video/digital recording of such discussions.</li> <li>• journal/diary</li> </ul>
1.2	Explain ways in which equality of opportunity and respect for diversity can be built into teaching and learning practice.	Identify articles relating to ongoing discussions in journals, etc, relevant to the life long learning sector.	
1.3	Discuss the contribution of learning to personal development, economic growth and community regeneration.	Understand the requisite law and codes of practice on equal opportunities, diversity, SENDA, etc. Understand the guidance provided by the Equal Opportunities Commission and other such bodies.	
1.4	Analyse the impact of own professional values and judgements on teaching and learning.	Understand guidance from professional bodies.  Knows the strategies of local, regional and national government relating to economic growth and community regeneration.  Recognise the position of Professional, Regulatory and Statutory Bodies (PSRB) on the contribution to be made to economic and community prosperity.  Recognise the value of life long learning to the individual in adapting to changes in the workplace and relevant theories and practices which enable learners to achieve their	Meetings to discuss the curriculum design or re-design.  A report or presentation on an aspect of the role of learning to personal development.  A report on the contribution of learning to economic growth for the individual and the wider community.  Professional discussions with

		<p>potential.</p> <p>Understand how to design new learning materials.</p> <p>Understand how to review learning materials.</p> <p>Understand how to review curricula.</p> <p>Understand how to review progression and achievement statistics.</p> <p>Understand how to review student feedback.</p>	<p>colleagues to review or design curricula which will enhance individual development and be of value to the community.</p> <p>Written commentary on content of learning materials, curricula.</p> <p>Minutes of meetings with colleagues on discussion on review or design of materials and curricula.</p> <p>Report on the analysis of progression and achievement statistics.</p> <p>Responses to student feedback.</p> <p>Diary and report on innovative practice and stats to support These could be presented as one overarching report either in writing or through video recording.</p> <p>The student teacher may provide evidence in a video or digital format but the content should reflect the length of report or presentation given above.</p>
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2.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
2.1	Discuss the implications and impact of government policies on teaching and learning in the lifelong learning sector.	Understand Government policies on teaching and learning in the lifelong learning sector.	<p>Where possible the student teacher should include real-life examples of their own experiences.</p> <p>Evidence of practice can include:</p> <ul style="list-style-type: none"> <li>Recorded Professional discussion with colleagues on the implications for the teacher's own practice and that of the programme teams with which they are associated.</li> <li>Minutes of meetings with colleagues and manages on how government policies will impact upon practice.</li> <li>Documentation prepared for visits by PSRBs.</li> <li>Documentation prepared to meet the requirements of the PSRBs.</li> <li>Reports from PSRBs, if the specific area of responsibility of the teacher can be identified.</li> <li>A group report or a video/digital recording of such discussions to</li> </ul>
2.2	Discuss the roles of regulatory bodies and systems and inspection regimes in the operation of the lifelong learning sector.	Understand Institutional response to Government policies on teaching and learning in lifelong sector.  Understand GTC interpretation of policies.	
2.3	Interpret ways to apply relevant statutory requirements and underpinning principles in relation to teaching own area of specialism.	Understands Professional, Statutory and Regulatory body interpretation of policies.  Recognise the different roles and responsibilities of the professional, statutory and regulatory bodies (PSRBs) which are relevant to the teaching and assessment delivered by the teacher.	
2.4	Analyse own responsibilities in relation to the above.	Understand how the PSRBS requirement impact upon the institutions own internal operations.  Understand advice from the teacher's own professional bodies on interpreting PSRB requirements.  Recognise the PSRB requirements which are relevant to the particular teaching specialism.  Understand how to research into sources of information  Understand the role of the teacher within the lifelong learning sector.	

		<p>Recognise the responsibility of the teacher to teaching and learning within a specialist area.</p> <p>Recognise the role of government and PSRBS with the lifelong learning sector.</p>	<p>include minutes of meetings where interpretation is discussed with respect to curriculum and programme design.</p> <ul style="list-style-type: none"> <li>• Amended and approved changes to areas of the curriculum or programme for which the teacher has personal responsibility.</li> <li>• Annual peer review with manager.</li> <li>• Professional discussion with colleagues as to how the teacher's role is influenced by external bodies.</li> <li>• Report on how current government and PSRB policies and requirement impacts upon the teacher's own role and specialism (or video/digital presentation).</li> </ul> <p>These could be presented as one overarching report either in writing or through video recording.</p> <p>The student teacher may provide evidence in a video or digital</p>
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			format but the content should reflect the length of report or presentation given above.
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3.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Review and compare a range of principles and approaches to evaluation.	Understand the principles and approaches to evaluation from a range of sources.	<p>Where possible the student teacher should include real-life examples of their own experiences.</p> <p>Evidence of practice can include:</p> <ul style="list-style-type: none"> <li>• Research leading to a report on how a range of principles and approaches to evaluation could be applied to the teacher's own specialism and why particular approaches may be more relevant than others..</li> <li>• Professional discussion with colleagues on the difference between evaluation and assessment.</li> <li>• Report on how the differences and relationship between evaluation and</li> </ul>
3.2	Explain differences and the relationship between evaluation and assessment.	Recognise particular principles and approaches to evaluation required by relevant PSRBs.	
3.3	Analyse the role of evaluation within quality assurance to inform and promote quality improvement.	<p>Recognise particular principles and approaches to evaluation required by subject specialism.</p> <p>Understand the different definitions of evaluation and assessment.</p> <p>Understand the appropriate application of evaluation and assessment in the lifelong learning environment.</p> <p>Recognise the inter-relationship between evaluation and assessment.</p> <p>Understand the quality assurance processes and procedures both internal and external which impact on the teacher's roles and responsibilities.</p> <p>Understand the institutional approach to evaluating its quality assurance procedures and processes.</p>	

		<p>Understand the outcomes from previous evaluation of quality assurance.</p> <p>Recognise the difference between quality assurance and quality improvement.</p>	<p>assessment influence the design and delivery of the curriculum and assessment within subjects and programmes with which the teacher is connected. (six A4) or video/digital presentation.</p> <ul style="list-style-type: none"> <li>• Changes the teacher has suggested or made to quality assurance processes or procedures which have lead to quality improvement.</li> <li>• Report on current quality assurance evaluation procedures and processes.</li> <li>• A rationale for the use of research methods should be identifiable within the reports and other evidence presented.</li> </ul> <p>These could be presented as one overarching report either in writing or through video recording.</p> <p>The student teacher may provide evidence in a video or digital format but the content should</p>
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			reflect the length of report or presentation given above. .
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4.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
4.1	Work with others to develop and improve the effectiveness of evaluation processes.	Understand the role and responsibilities of the teachers and others in the evaluation processes.	Where possible the student teacher should include real-life examples of their own experiences.  Evidence of practice can include: <ul style="list-style-type: none"> <li>• Minutes of meetings with relevant colleagues where developments and improvements to the effectiveness of evaluation processes are discussed.</li> <li>• Report on development and improvement of the evaluation process within the organisation. It should include contributions to PSRBs work on improving evaluation, if appropriate,</li> <li>• Report on the validity and reliability of the data collection process for own learners including current</li> </ul>
4.2	Evaluate the validity and reliability of data collected and the effectiveness of the methods/instruments used, with reference to own learner(s).	<p>Understand the current evaluation processes</p> <p>Recognise the effectiveness of current evaluation processes.</p> <p>Understand the different approaches and principles of evaluation which are relevant to the teacher's role.</p> <p>Understand the processes and procedures of data collection.</p> <p>Understand the range of appropriate evaluation processes which may be relevant to the process.</p> <p>Recognises the intended use of the output from the data collected.</p>	

			<p>data analysis available to the teacher in respect of their own learners          .Proposals for improvement or enhancements to current data collection and presentation should be included.</p> <p>These could be presented as one overarching report either in writing or through video recording.</p> <p>The student teacher may provide evidence in a video or digital format but the content should reflect the length of report or presentation given above.</p>
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**5.**

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
5.1	Evaluate own approaches, strengths and development needs, in relation to professional practice.	Understand principles and approaches to evaluation.  Understand the institutional approach to developing professional practice.	Where possible the student teacher should include real-life examples of their own experiences.
5.2	Plan and take up opportunities to develop and improve own wider professional practice.	Understand the PSRB approach to evaluation of professional practice (where appropriate).	Evidence of practice can include: <ul style="list-style-type: none"> <li>• Self-evaluation</li> </ul>

		<p>Recognise the range of developmental activities available from the teacher's own institution.</p> <p>Understand the funding and bidding process available for professional practice development.</p> <p>Recognise the range of development activities available through external bodies.</p>	<p>documentation of the teacher's strength and needs in respect of professional development.</p> <ul style="list-style-type: none"> <li>• Peer review reports with line manager.</li> <li>• Bids put forward for attendance at professional development events or courses.</li> <li>• Rationale for attendance at particular events.</li> <li>• Diary which details attendance at seminars, training days, conferences related to professional practice. With an associated rationale.</li> </ul> <p>These could be presented as one overarching report either in writing or through video recording.</p> <p>The student teacher may provide evidence in a video or digital format but the content should reflect the length of report or presentation given above.</p>
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