

# OCR Teaching in the Lifelong Learning Sector – Qualification Units

## Unit 29 – Level 5 Enabling Learner Independence and Self Determination for Specialist Teachers of Learners with Cognitive Learning Difficulties (Excluding Specialist Dyslexia Provision)

Level

QCA Accreditation Number A/501/0173

### Unit description

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#### **Unit aims**

The aim of this unit is to develop the student teacher's ability to assess the appropriateness of their own and their organisations response to legal and regulatory requirements as they apply to specialist teachers of learners with a range of cognitive learning difficulties. It will also provide them with the skills to evaluate the way in which learner development is encouraged and developed through a diverse range of mechanisms such as self-advocacy, multi-sensory approaches, new and emerging technologies and multi-media. It will also extend the student teacher's understanding of how learning can be developed and enhance in a range of contexts outside of a formal learning environment. Finally, this unit will also encourage student teachers to reflect on how the materials and approaches to learning they use in a specific context can be adjusted to support learners in a range of settings.

**Credit value 15**

#### **Unit synopsis**

The unit provides student teachers with the opportunity to demonstrate and enhance their expertise in and delivery of learner independence and self determination by:

- Establishing the effects of current legislation and regulation on practice in own organisation.
- Illustrating how organisations adjust facilities, curricula or environment in response to individual learner needs.
- Appraising the risks assessment procedures used to comply with health and safety requirements.
- Comparing and contrasting the effect of the self advocacy movement on learners with learning difficulties.
- Integrating, in an appropriate manner, ways of promoting self advocacy within own practice and within own institution.
- Appraising the role of support staff in promoting self advocacy.
- Comparing and contrasting the a range of multi sensory, multi-media, technology, new and emerging technology in order to enhance the learning experience.
- Illustrating how multi sensory approaches can promote the development of learners' self determination, self advocacy and empowerment.
- Appraising organisational systems and procedures for managing learner information, including an understanding of statutory and regulatory requirements and articulating own role in ensuring any disclosure of personal information is handled in an appropriate manner.
- Illustrating how learners can further develop and use their skills in a range of situations including work experience and employment.
- Facilitating the embedding of literacy, numeracy, language and wider key skills within the curriculum.
- Modifying learning already provided in specific learning contexts in order that it can be transferred to a range of different settings.
- The unit may draw on evidence provided from or, conversely, provide evidence for, the following units within the Diploma scheme:
  - Preparing to teaching in lifelong learning.
  - Planning and enabling learning
  - Enabling learning and assessment
  - Theories and principles for planning and enabling learning
  - Continuing personal and professional development
  - Curriculum design for inclusive practice
  - Wider professional practice.

The student teacher may also be able to draw on their evidence from other option modules but this will depend upon the choices they have made.

### **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
- Directed study and research
- Lecture and exposition
- Case Studies
- Resource based learning
- Question and answer
- Teaching session

- Planning learning and assessment
- Exploring theories and principles relating to self advocacy, multi sensory approaches, self determination and learner independence.
- Continuing personal and professional development
- Curriculum design for promoting self determination and independent learners
- Wider professional practice.
- Attendance at conferences
- Presentation of papers to conferences
- Attendance at meetings
- Professional Discussion

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

Delivery may take the form of:

- provision of individual learning plans for learners,
- provision of opportunities for learning, e.g. 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,
- Review of learning materials used and/or developed by the student teacher,
- Professional discussion with the assessor will test the knowledge requirements, where these are not already met through the activities described above.
- provision of guidance on the qualification and progression routes to further development,
- Demonstrate differentiated practice as an example for learners' classrooms

All focusing upon promoting self determination and learner independence.

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

This is an optional unit and therefore the centre must be able to provide opportunities for teaching practice and planning opportunities for the student teacher. This unit may draw upon the evidence from a range of other units such as 'widening professional practice', 'enabling learning for students with cognitive learning difficulties', 'Inclusive Practice'. Similarly this unit may contribute evidence to these modules. There is an expectation that the written work will be presented at an appropriate level.

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, curriculum review and development documentation.
- Video recordings
- Observation of practice using a range of teaching and learning methods.

- Reports written by the student teacher on research, analysis and interpretation of self determination and learner independence.

This is a level five option 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 encouraged but it 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. Minutes of meetings on inclusive practice may be used but only if it is possible to demonstrate that the student teacher's contribution is significant, contributes the meeting of assessment criteria and identifiable within the body of the document.

### **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.

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

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

Bradley, A. (2005) *Positive Approaches to Person Centred Planning: LDAF Workbook* British Institute of Learning Disabilities ISBN-10: 1904082866  
ISBN-13: 978-1904082866

*British Journal of Special Education* Blackwells

*European Journal of Special Needs Education* Routledge

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

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,

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

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

Knowles, G. (2006) *Supporting Inclusive Practice* David Fulton Publishers Ltd

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

Nind, M. Rix, Sheehy, K. and Simmons, K. (2004) *Curriculum and Pedagogy in Inclusive Education* Routledge Falmer

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

Rix, J. Simmons, K. , Nind, M. and Sheehy, K (2004) *Policy and Power in Inclusive Education: Values into Practice* Routledge Falmer

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

Tett, T. *Community Education, Lifelong Learning and Social Inclusion (Policy & Practice in Education)* (2007) Dunedin Academic Press; 2New Ed edition

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

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 Learning in Further Education*

Learning Matters Ltd. **ISBN-10:** 1844450392 **ISBN-13:** 978-1844450398

Wehmeyer, M.L. (2007) *Promoting Self-determination in Students with Developmental Disabilities (What Works for Special Needs Learners)* Guilford Publications  
ISBN-10: 1593854609 ISBN-13: 978-1593854607

## 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 (Formerly Department for Education and Skills (DfES))

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

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

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

[www.gtcni.org.uk](http://www.gtcni.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)

[www.thegrid.org.uk/learning/sen/developing/teaching/documents/checklist\\_for\\_inclusive\\_classroom\\_practice.doc](http://www.thegrid.org.uk/learning/sen/developing/teaching/documents/checklist_for_inclusive_classroom_practice.doc) Hertfordshire County Council's website, with useful information and checklists on inclusivity.

[wx.thegrid.org.uk/learning/sen/developing/teaching/documents/inclusion\\_checklist\\_w\\_hole\\_class.docw](http://wx.thegrid.org.uk/learning/sen/developing/teaching/documents/inclusion_checklist_w_hole_class.docw) Hertfordshire County Council's website.

<http://ctl.unc.edu/tfi2.html> Strategies for Inclusive Teaching by Center for Teaching and Learning at University of North Carolina

[www.inclusion.ngfl.gov.uk](http://www.inclusion.ngfl.gov.uk) The Inclusion web site has a range of materials including FAQs, lists of useful website and news.

[www.inclusion.uwe.ac.uk/csie/index.htm](http://www.inclusion.uwe.ac.uk/csie/index.htm) Centre for Studies on Inclusive Education.

[www.ltscotland.org.uk/inclusiveeducation/index.asp](http://www.ltscotland.org.uk/inclusiveeducation/index.asp) The Inclusive Education section of the Scottish Parliament's Learning and Teaching area.

[www.standards.dfes.gov.uk/secondary/keystage3/all/respub/sec\\_ppt10](http://www.standards.dfes.gov.uk/secondary/keystage3/all/respub/sec_ppt10) 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.flinders.edu.au/teach/t4l/inclusive/checklist.php](http://www.flinders.edu.au/teach/t4l/inclusive/checklist.php) Inclusive Curriculum Checklist from Flinders University, in Australia (accessed 1<sup>st</sup> August 2007)

[www.scips.worc.ac.uk](http://www.scips.worc.ac.uk) Strategies for Creating Inclusive Programmes of Study (accessed 1<sup>st</sup> August 2007)

[www.macintyrecharity.org/excellence\\_in\\_practice/person\\_centred\\_planning/what\\_is\\_pcp.html](http://www.macintyrecharity.org/excellence_in_practice/person_centred_planning/what_is_pcp.html) A number of resources for person centred planning by the Macintyre Charity

[www.excellence.qia.org.uk/pdf/Person-centred%20approaches%20and%20adults%20with%20learning%20difficulties.pdf](http://www.excellence.qia.org.uk/pdf/Person-centred%20approaches%20and%20adults%20with%20learning%20difficulties.pdf) Person-centred approaches and adults with learning difficulties.

[http://www.oneforus.com/Self\\_Advoca.31.0.html](http://www.oneforus.com/Self_Advoca.31.0.html) Useful check list on self-advocacy

<http://www.peoplefirst.org.uk/pflinks.html> Useful site giving links to self-advocacy websites across the World.

[http://www.nas.org.uk/content/1/c4/38/67/self\\_advocacy.pdf](http://www.nas.org.uk/content/1/c4/38/67/self_advocacy.pdf) Written for those with autism, it is a useful free booklet.

[http://www.dfes.gov.uk/curriculum\\_literacy/tree/reading/readingcomp/accessguidance/1/](http://www.dfes.gov.uk/curriculum_literacy/tree/reading/readingcomp/accessguidance/1/) A brief guide to multi-sensory approaches to learning

<http://excellence.gia.org.uk/page.aspx?o=BSFA> Front page for a pack Basic Skills for Adults with Learning Difficulties or Disabilities

<http://excellence.gia.org.uk/page.aspx?o=WOAgoodpractice> Front page for information on 'Whole Organisation Approaches for Delivering Skills for Life'

[www.qca.org.uk/libraryAssets/media/4953\\_key\\_skills\\_q\\_a.pdf](http://www.qca.org.uk/libraryAssets/media/4953_key_skills_q_a.pdf) Key skills Policy and Procedures: Your questions Answered (includes information on 14-19 and adult learners)

## Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Review current legal requirements and duties and ways in which they inform practice in own organisation.	Recognise the range of current legal requirements and duties placed upon individuals and organisations.	<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>• A report on how own institution policies and procedures recognise individual user needs and makes appropriate adjustments to learning delivery and environment. The report should include references to regulatory and legal requirements including health and safety.</li> <li>• A professional discussion with peers or assessor which appraises institutional procedures and practices.</li> <li>• A presentation to a group of peers.</li> <li>• Minutes of meetings related to meeting learner</li> </ul>
1.2	Analyse ways in which own organisation takes account of individual needs and makes reasonable adjustments to facilities, curricula or the environment in response.	<p>Understand the effect of current legal requirements and duties on practice within own organisation.</p> <p>Understand how own organisation identifies user needs.</p> <p>Recognise how user needs leads to adjustments to facilities, curricula or the environment.</p>	
1.3	Identify and evaluate the procedures for undertaking a risk assessment and ensuring a healthy and safe environment.	<p>Recognise the procedures for assessing risk within organisations.</p> <p>Understand how risk assessments are used to ensure a healthy and safe environment.</p>	

			<p>needs and organisational policies and procedures may also provide evidence providing the student teacher's contribution is significant and clearly defined within the minutes.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
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## 2.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
2.1	Evaluate the impact of the self advocacy movement on learners with learning difficulties.	Understand the theory and practice of self-advocacy.	<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>• A report on impact and efficacy of self advocacy, including the underpinning theories and practice. The report should also include a comparison of the roles the student teacher,</li> </ul>
2.2	Evaluate ways of promoting self advocacy in own practice and within the wider organisation with particular reference to learners with complex needs.	<p>Recognise the role of self-advocacy in supporting learners to become more independent.</p> <p>Understand the role of support staff in supporting learners with complex needs.</p>	
2.3	Analyse influence that support staff have in promoting self-advocacy and developing advocacy skills.	Understand how teachers and support workers can promote self-advocacy in learners with special needs.	

			<p>support staff and own organisation in promoting self advocacy to learners.</p> <ul style="list-style-type: none"> <li>• A report to senior managers, colleagues or conference on these issues.</li> <li>• A professional discussion with peers or assessor on self advocacy.</li> <li>• Minutes of meetings related to the promoting of self advocacy may also provide evidence providing the student teacher's contribution is significant and clearly defined within the minutes.</li> <li>• 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.</li> </ul>
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**3.**

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
3.1	Discuss a range of multi sensory approaches that can be used to	Understand a range of multi-sensory approaches to support learners.	Where possible the student teacher should include real-life

	support learning and actively contribute to the development of learners' self determination, self advocacy and empowerment.	Understand the role of multi-sensory approaches in supporting learning.	<p>examples of their own experiences.</p> <p>Evidence of practice can include:</p> <ul style="list-style-type: none"> <li>• A report on how multi sensory approaches can support learning and enable the learner to develop their self determination, self advocacy and empowerment.</li> <li>• A report on how technology, multimedia, new and emerging technologies are embedded in own practice and reviewing and enhancing their success as tools in the promotion of learning.</li> <li>• A report to senior mangers, colleagues or conference on these issues.</li> <li>• A professional discussion with peers or assessor.</li> <li>• A presentation to a group of peers.</li> <li>• Minutes of meetings providing the student teacher's contribution is</li> </ul>
3.2	Evaluate own practice in embedding technology and multi media approaches to enhance the learning experience.	Understand the role of multi-sensory approaches in supporting learners' empowerment through self-determination and empowerment.	
3.3	Evaluate the effectiveness of new and emerging technologies in promoting learning.	<p>Understand how multi-media approaches and new technology can enhance the learning experience of learners.</p> <p>Recognise the role of new and emerging technologies in promoting learning.</p>	

			<p>significant and clearly defined within the minutes.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
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**4.**

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
4.1	Evaluate the effectiveness of the organisation's procedures and systems for managing learners' personal information.	Understand the range of organisational procedures and systems which manage learners' personal information.	<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>A report on how own institution policies and procedures manage learners' personal information. The report should include references to regulatory and legal requirements how the student teacher sees their own role in terms of disclosure and support for the individual.</li> <li>A professional discussion</li> </ul>
4.2	Discuss own responsibilities in ensuring that any personal disclosure is treated supportively and sensitively whilst complying with legal and organisational requirements.	<p>Understand the current legal requirements e.g. Data Protection Act, Freedom of Information Act in respect of personal disclosure.</p> <p>Understand the organisational policies and procedures in respect of personal disclosure.</p> <p>Recognise the need to support the learner and treating personal information with care, observing organisational and legal requirements.</p>	

			<p>with peers or assessor on the management of disclosure of learners' personal information.</p> <ul style="list-style-type: none"> <li>• A report to senior managers, colleagues or conference on these issues.</li> <li>• A presentation to a group of peers.</li> <li>• Minutes of meetings providing the student teacher's contribution is significant and clearly defined within the minutes.</li> <li>• 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</li> </ul>
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**5.**

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
5.1	Analyse ways in which learners are given opportunities to use and develop skills in a range of contexts, including experiences of work or employment.	Recognise alternative approaches to providing opportunities for learners to develop and use their skills e.g. work experience or employment.	Where possible the student teacher should include real-life examples of their own experiences.

5.2	Discuss how the curriculum embeds the development of literacy and language, (including communication skills), numeracy and wider key skills and the teaching approaches used to promote them.	Understand how literacy, language, numeracy and wider key skills can be embedded into curricula in general and in their own specialist area.  Recognise that a good learning experience can normally be adjusted to apply to a range of contexts, subject areas.	<p>Evidence of practice can include:</p> <ul style="list-style-type: none"> <li>• A report on how learners can develop and use skills in a range of situations such as work based learning and employment.</li> <li>• A report on how key skills are embedded in the curriculum and supported by different teaching approaches.</li> <li>• A report reviewing how successful learning can be adjusted to enable its use in a range of different settings.</li> <li>• A professional discussion with peers or assessor.</li> <li>• A report to senior managers, colleagues or conference on these issues.</li> <li>• A presentation to a group of peers.</li> <li>• Minutes of meetings providing the student teacher's contribution is significant and clearly defined within the minutes.</li> <li>• The student teacher may provide evidence in a video or digital format but</li> </ul>
5.3	Evaluate ways in which learning can be generalised and transferred between different settings.		

			the content should reflect the length of report or presentation given above.
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