

# OCR L5 Teaching in the Lifelong Learning Sector

## Unit 50 Integrating literacy, Language and Numeracy into the Learning of Vocational and other subjects

Level 5

QCA Accreditation Number T/501/0169

### Unit description

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**Unit aims:**

The aim of the unit is to develop an understanding of the principles and methodology of an integrated approach to the delivery of Literature, Language and Numeracy in other subjects.

**Credit value:** 6

**Unit synopsis:**

This unit is about the:-

- Role of literacy, language and numeracy for the individual, the community and the economy.
- The importance of English and Mathematics for learner achievement and employment,
- Organisation and implementation of a successful integrated approach

### **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
- Resource based learning
- Question and answer
- Micro teaching session
- Role play
- Discussion
- Lecture and exposition
- Games
- Debate
- Tutorials
- Workshop activities

### **Guidance on Delivery for centres.**

For many candidates this may be the first opportunity to explore in depth the underpinning principles, methodology and impact of integrating literacy, language and numeracy into the learning of vocational and other subjects.

Appropriate methods of delivery:

- Provision of individual learning plans
- Provision of guidance on the qualification and progression routes to further development
- Provision of opportunities for learning e.g. discussion fora, tutorials, workshop activities etc
- Provision of ongoing mentoring to the candidate, including review and feedback on learning experiences and development of competence
- Observation of peer-to-peer discussions of groups of candidates or of discussions with colleagues
- Observation of candidates working within a partnership

## Guidance on Assessment for centres

There are a number of forms of assessment for this unit. If appropriate a candidate may be able to use session and lesson planning, self reflection and teaching and learning observations as part of the teaching practice requirement for other units.

This is a level five unit and so the candidate must demonstrate complex skills and knowledge in this particular area of language theories and frameworks. The ability to recognise and develop thinking across these criteria is to be encouraged but it does mean that written evidence whilst aiming succinctness and clarity of thought will need to be of sufficient depth and breadth to meet the level 5 standard. There is an expectation that the written work will be presented at the appropriate level.

## 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

Casey, H. et al (2006)

You wouldn't expect a maths teacher to teach plastering: NRDC

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

Eldred, J. (2005) *Developing embedded literacy and numeracy supporting achievement*: NIACE

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., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Seminars and tutorials*. Bristol: Technical and Educational Services
- Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Lectures*. Bristol: Technical and Educational Services
- 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. (19XX) *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, (2005) *Teaching and Supporting Learners in Further Education (2<sup>nd</sup> Edition)* Learning Matters

## **Websites**

- [www.ocr.org.uk](http://www.ocr.org.uk) [www.lifelonglearningocr.org.uk](http://www.lifelonglearningocr.org.uk)
- [www.qca.org.uk](http://www.qca.org.uk)
- [www.dfes.gov.uk](http://www.dfes.gov.uk)
- [www.lluk.org.uk](http://www.lluk.org.uk)
- [www.sfl.org.uk](http://www.sfl.org.uk)
- [www.nrdc.org.uk](http://www.nrdc.org.uk)
- [www.move.on.org.uk](http://www.move.on.org.uk)
- [www.niace.org.uk](http://www.niace.org.uk)
- [www.dfes.gov.uk.readwritepluc/embedded](http://www.dfes.gov.uk/readwritepluc/embedded)
- [www.dfes.gov.uk.readwriteplus/nos.mapping](http://www.dfes.gov.uk/readwriteplus/nos.mapping)
- [www.lseducation.org.uk](http://www.lseducation.org.uk)
- [www.lsc.gov.uk](http://www.lsc.gov.uk)

Materials from the DFES standards unit are also recommended.

## Assessment Criteria, Knowledge and Practice

1.

Assessment Criteria	Knowledge	Practice
1.1. Analyse ways in which the development of literacy, language and numeracy skills can contribute to an individual's well being	<p>Links between language, literacy and numeracy development and other areas of personal development including learning and employment.</p>	<p>A written profile of two learners, which might include:-</p> <ul style="list-style-type: none"> <li>• The learners background identifying factors which may affect literacy, language and numeracy development</li> <li>• Diagnostic assessment for literacy and numeracy</li> <li>• Individual learning plans</li> <li>• A discussion of strategies to develop LLN of the learner within a vocational or other subject context.</li> <li>• A review of progress</li> </ul>
1.2. Discuss the importance of national levels of literacy, language and mathematics for the international economy and society	<p>Understanding of the effect on language and literacy acquisition of different barriers which can inhibit development of these skills:</p> <ul style="list-style-type: none"> <li>• Personal</li> <li>• Social</li> <li>• Psychological</li> <li>• Learning difficulties</li> <li>• Physical and sensory impairment.</li> </ul> <p>Strategies to overcome these barriers.</p> <p>Reports and Research documents relating to SFL e.g. Moser report, Success for All and Leitch report.</p> <p>Government strategies, e.g. move-on, E2E, Modern apprenticeships and Train to Gain</p> <p>Government targets for language, literacy and numeracy achievement</p>	<p>A report which might evidence research to demonstrate:-</p> <ul style="list-style-type: none"> <li>• A knowledge of government strategy in relation to SFL within the national and international context</li> </ul>

**2.**

Assessment Criteria	Knowledge	Practice
2.1. Evaluate relevant research on integrated approaches to literacy, language and numeracy	<ul style="list-style-type: none"> <li>• Relevant research</li> <li>• Models of delivery</li> <li>• Planning delivery</li> <li>• Diagnostic assessment</li> <li>• Pedagogy</li> </ul> Formative and summative assessment.	<ul style="list-style-type: none"> <li>• Prepare a presentation outlining and evaluating relevant research on integrated approaches to LLN. In a written assignment</li> <li>• In a written assignment, list criteria which evidence a successful approach to the integration of LLN with analytical commentary.</li> <li>• Using a scheme of work indicate opportunities and methodology for explicit integration of LLN into the learning programme. ( this scheme of work can be used again for assessment criteria 4 and 5)</li> <li>• Reference items of language, literacy and numeracy pedagogy to the relevant core curricula.</li> </ul>
2.2. Analyse key features of successful embedded practice		
2.3. Discuss the significance of embedded practice for learner achievement		
2.4. Summarise key points in the learning programme where the explicit integration of literacy, language and numeracy may occur.		
2.5. Discuss ways in which effective integration might be achieved		

3.

Assessment Criteria	Knowledge	Practice
3.1. Evaluate own organisation's approach to embedded practice	Own organisation's: <ul style="list-style-type: none"> <li>• Quality Assurance Procedures</li> <li>• Appraisal</li> <li>• CPD</li> <li>• Assessment</li> <li>• Teaching and Learning Observation Criteria</li> </ul> Lesson planning and demonstrating integration of LLN  Collaboration with peers  Reflective log  Resources.	<ul style="list-style-type: none"> <li>• Produce a report outlining and evaluating your organisations "whole organisation" approach to embedding LLN in delivery of vocational and/or other subjects.</li> <li>• Portfolio evidence including 5 lesson plans demonstrating embedding, 2 lesson observation reports and a reflective log.</li> </ul>
3.2. Analyse own responsibilities and boundaries of own role in integrating literacy, language and numeracy in learning programmes		

4.

Assessment Criteria	Knowledge	Practice
4.1. Analyse key speaking, listening, reading and writing demands of a learner's programme occupation(s)	Core Curriculum – Literacy Task analysis	<ul style="list-style-type: none"> <li>From a scheme(s) of work produce a report analysing the key listening, reading and writing skills demanded of the learner.</li> <li>Using a job description(s) produce a report analysing the key literacy and language demands of this occupation</li> <li>With reference to the above reports evaluate and discuss the importance of literacy and language to achievement in learning and employment.</li> </ul>
4.2. Analyse literacy and language demands of employment in a specific	Learning outcomes	
4.3. Evaluate ways in which skills in literacy and language contribute to learner achievement and employment	Achievement criteria	

5.

Assessment Criteria	Knowledge	Practice
5.1 Analyse key numeracy demands of a learner's programme	Core curriculum numeracy Task analysis	<ul style="list-style-type: none"> <li>From a scheme(s) of work produce a report analysing the key numeracy skills demanded of a learner.</li> <li>Using a job description(s) produce a report analysing the key numeracy demands of this occupation.</li> <li>With reference to the above reports evaluate and discuss the importance of numeracy to achievement in learning and employment. N.B. assessment criteria 4 and 5 may be combined using the same source material(s)</li> </ul>
5.2 Analyse key numeracy demands of employment in a specific occupation(s)	Learning outcomes	
5.3 Evaluate ways in which skills in mathematics contribute to learner achievement and employment	Achievement criteria	