

Level 4 OCR Teaching in the Lifelong Learning sector – qualification units

Unit 12 - Specialist Delivery Techniques and Activities

Level 4

QCA Accreditation number Y/500/8995

Unit Description

Unit aims:

- To develop learner's understanding of the meaning of specialist delivery techniques
- To enable learner's to develop specialist delivery techniques which are relevant to their target audience
- To enable learner's to demonstrate a range of specialist delivery techniques which meet the required learning objectives
- To develop an ability to reflect upon and learn from their own professional practice

Credit value: 6

Unit synopsis:

This unit is about

- Understanding the meaning of specialist delivery techniques
- Planning for a learning programme incorporating specialist delivery techniques
- Reviewing and evaluating all aspects of teaching and learning

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

Guidance on delivery for centres

As this unit is about delivery techniques and is optional. Consideration when delivering this unit must be given links with the planning and enabling learning unit.

When delivering this unit tutors should select specialist techniques and use them as embedded techniques within the unit delivery. Candidates can then:

- Identify the technique, recognise how it was selected, learn how to develop techniques, incorporate techniques into a lesson plan and evaluate their effectiveness in the use of the technique.

Candidates should be encouraged to identify the techniques which they may use/or have used and evaluate these.

Guidance on assessment for centres

There are a number of forms of assessment for this unit.

It would be anticipated that a scheme of learning or session plan would incorporate evidence matched against the assessment criteria. It may also be necessary for a candidate to produce a written report so they can outline their knowledge and understanding and also their thought processes when selecting techniques.

If a technique is used in a candidate's teaching session then the evidence could be used as part of the lesson observation, lesson rationale or the candidate's evaluation of the lesson. The reflective journal might identify some of the assessment criteria covered in this unit.

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 practice*. 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. (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* (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. (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* (2nd Edition) Learning Matters

Websites

www.ocr.org.uk

www.qca.org.uk

www.dfes.gov.uk

www.lluk.org.uk

Assessment Criteria, Knowledge and Practice

1. Understand a range of inclusive approaches to the employment of specialist delivery techniques and activities within the learning environment

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Identify and analyse a range of inclusive specialist delivery techniques and activities, showing how they can meet learning objectives	<ul style="list-style-type: none"> • Inclusive specialist delivery • Identify a range of inclusive techniques • Learning objectives incorporating specialist techniques • Identify learners needs • How to select appropriate techniques • Assessment of specific areas to learners 	<ul style="list-style-type: none"> • Scheme of work • Session plan • Assessors observations • Reflective journal
1.2	Identify and discuss learning needs that can be met most effectively through the use of specialist delivery techniques		
1.3	Select and justify appropriate specialist delivery techniques to meet the specific needs of learners		

2. Understand how to develop inclusive specialist delivery techniques and advanced learning activities

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Identify and discuss diversity considerations in the development of specialist delivery techniques and learning activities	<ul style="list-style-type: none"> Recognise areas of diversity in relation to specialist delivery techniques A range of learning activities which are conducive to learning 	<ul style="list-style-type: none"> Scheme of work Session plan Report Presentation Reflective journal
2.2	Develop inclusive specialist delivery techniques and advanced learning activities, justifying the techniques and activities used and showing how session objectives are met	<ul style="list-style-type: none"> Identify specialist learning technique and develop How session objectives and learning activities are linked together 	
2.3	Select/adapt and justify a range of inclusive resources to support the specialist delivery techniques and advanced learning activities	<ul style="list-style-type: none"> Identify relevant resources Create relevant resources Advanced learning activities give examples 	

3. Demonstrate specialist delivery techniques and advanced learning activities

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Use a range of specialist delivery techniques and advanced learning activities which meet the needs of learners and learning objectives	<ul style="list-style-type: none"> Specialist delivery techniques Learners needs and styles of learning Learning objectives linked to specialist delivery techniques 	<ul style="list-style-type: none"> Assessors observations Learners feedback Report Reflective journal

3.2	Use a range of inclusive resources effectively to support specialist delivery techniques and advanced learning activities	<ul style="list-style-type: none"> • Inclusive resources 	
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4. Understand how to evaluate the effectiveness of specialist delivery techniques and advanced learning activities

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Evaluate the effectiveness of the specialist delivery techniques and advanced learning activities, justifying how they have met the needs of learners and learning objective	<ul style="list-style-type: none"> • Communicating effectively with target audience and colleagues • Assessment during learning process • Effectiveness of selected specialist delivering technique 	<ul style="list-style-type: none"> • Report • Assessors observations • Reflective journal • Witness testimony
4.2	Evaluate and develop own practice in relation to specialist delivery techniques and advanced learning activities, using reflection and feedback	<ul style="list-style-type: none"> • Continuous feedback from target audience and the benefits • Concepts and benefits of keeping a reflective journal • Benefits of self reflection and evaluation 	