OCR Teaching in the Lifelong Learning Sector – Qualification Units

Unit 25 – Level 5 Developing and Managing Resources within the Lifelong Learning Sector

Level 5
QCA Accreditation Number J/500/9902

Unit description

Unit aims

This unit is for the student teacher in the full teaching role that has responsibility resources in the life long learning sector.
The unit aims to develop the student teacher's ability to support learners through the reviewing and appraisal of the available resources in order to develop enhanced support. The teacher will be expected to analyse how current resources relate to effective practice in general and to their specialist area, in particular and from this analysis generate plans to develop and improve the student experience. The review will include: a wide range of generic and specialist resources, including emergent technologies, inclusivity and intellectual property.

Credit value 15

Unit synopsis

This unit is about providing student teachers with opportunity to:

- Analyse and evaluate resources in terms of effective practice and meeting individual learners needs
- Evaluate the effective use of a range of resources for specific learning contexts
- Gather and evaluate a range of sources to inform their resource development
- Analyse the principles of resource design in order to plan, design and justify own specialist subject resources in a way which engages individual and groups of learners
- Plan, design and justify the use of new and emerging technologies

- Gather and analyse how the theories, principles and models of inclusive curriculum design are used to inform resource development and use the outcomes to evaluate own use of resources
- Evaluate ways in which resources can be adapted to ensure an inclusive approach to learning
- Demonstrate own effectiveness in use of equipment as a resource in own specialism
- Consider the effectiveness of storing and cataloguing resources
- Assess the opportunities for taking a collaborative approach to resource development and management.

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
- Research in to relevant, up to date laws and monitoring bodies which are relevant to the development and production of learning resources
- Case Studies
- Resource based learning
- 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 for learners
- provision of guidance on the qualification and progression routes to further development
- provision of opportunities for learning, e.g. discussion fora, external speakers
- 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 student teachers and qualified teachers.

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

Last revision 07/03/2008

Guidance on assessment for centres

This is an optional unit and therefore the centre should be certain that it can provide opportunities for teaching practice.
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 to ensure that the student teacher is using the knowledge and understanding they have gained to enhance their own practice and participation in the wider institutional context
- 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 wider professional practice.

This is a level five award and thus the student teacher must demonstrate complex skills and knowledge normally covering more than one element of the assessment criteria. The ability to analyse and evaluate diverse evidence and apply it to their environment and to the organisation to achieve these criteria is essential. It does, however, 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. Similarly, professional discussion and video recordings will need to demonstrate these. Where student teachers are offering minutes of meetings, they must show the breadth and depth of discussion which can be attributed to the student.

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.

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

Anderson, L., Briggs, A. and Burton, N. (2001) *Managing Finance, Resources and Stakeholders in Education (Centre for Educational Leadership & Management)* Sage Publications Ltd, **ISBN-10:** 0761972595, **ISBN-13:** 978-0761972594

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

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

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)*

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* (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.bbc.co.uk/scotland/education/information/copyright.shtml Guidelines for copying and use of website materials by teachers, pupils and parents

Last revision 07/03/2008

www.cla.co.uk/licensing/fe/index.html Copyright Licensing Agency information for Further Education.

www.cla.co.uk/licensing/he/index.html Copyright Licensing Agency information for Higher Education.

www.jisclegal.ac.uk/pdfs/Copyright_FE.pdf Copyright in further education

www.hefce.ac.uk/pubs/hefce/2006/06_20/ Intellectual property rights in e-learning programmes (This is aimed at senior managers but contains useful information for the practitioner.

www.e-learningcentre.co.uk/eclipse/Resources/copyright.htm e-learning Centre information on copyright and intellectual property rights.

 www.learnhigher.ac.uk/learningareas/Learning_For_All.html The Centre for Excellence in Teaching and Learning (This is aimed at HE but has some useful information which is relevant to the life long learning sector)

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.scips.worc.ac.uk A web based resource that provides Strategies for Creating Inclusive Programmes of Study

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

Last revision 07/03/2008

Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

		Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1		Analyse the purpose of resources in relation to effective practice.	Identify how role of resources in effective practice.	Where possible the student teacher should include real-life examples of their own experiences.
1.2		Evaluate the effectiveness of different types of resources in meeting individual learning needs.	Identify a range of different types of resources used to meet individual learning needs.	
1.3		Evaluate the use of a range of resources for specific learning contexts.	Understand the way in which resources affect practice.

Understand how different types of resources are used to support meeting individual learning needs.

Identify a range of learning contexts and the resources used to support them. | Evidence of practice can include:
- A report analysing the purpose of resources into achieving effective practice.
- A report reviewing a range of resources used in meeting individual learning needs and assessing how effective they are.
- A report identifying a selection of specific learning contexts and evaluating range of resources which are used in these contexts. (The incorporation of a range of criteria into one report rather than individual reports is encouraged, where it is considered appropriate).
- Professional discussion with fellow teachers or the |

			assessor.
			• Minutes of meetings related to the development and management of resources for teaching, where the student teacher can be clearly identified as take a full part in the discussions.
			• 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.

2.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Analyse principles of resource design.	Understand the principles of resource design.	Where possible the student teacher should include real-life examples of their own experiences.
2.2	Evaluate a wide range of sources to inform resource development.	Identify a wide range of resources.	
2.3	Plan, design and justify a range of appropriate subject specialist resources to engage individual learners and groups of learners, including the use of new and emerging technologies.	Understand the strengths and weaknesses of a range of resources. Identify a range of subject specialist resources. Identify a range of new and emerging technologies which can be used to support the learning in the subject specialist area. Understand how to construct a resource plan to support	Evidence of practice can include: • Report analysing the value of principles of resource design in delivering effective practice. • A report identifying a wide range of sources which may be used to support

		learning.	appropriate resource development.
			• Annotated plans drawn up by the student teacher to develop resources for their subject specialism, together with the designs which have arisen from the plan. A separate section or annotations on the plans and designs should provide justification for the choice of resources and how they will engage individuals and groups of learners. (The incorporation of a range of criteria into one report rather than individual reports is encouraged, where it is considered appropriate).
			• Professional discussion with fellow teachers or the assessor.
			• Minutes of meetings related to the design and development of resources for teaching, where the student teacher can be clearly identified as take a full part in the discussions.

		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.

3.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Analyse how theories, principles and models of inclusive curriculum design are used to inform resource development.	Identify the theories, principles and models of inclusive curriculum design. Understand the how the theories, principles and models of inclusive curriculum design are used to inform resource development. Understand how resources can be adapted to support inclusivity. Understand how own resources support inclusiveness and where they can be improved.	Where possible the student teacher should include real-life examples of their own experiences. Evidence of practice can include: • Report reviewing the impact of theories, principles and models of inclusive design on resource development. • A report assessing the ways in which resources can be adapted to ensure inclusivity • A review or annotated table of own resources and their strengths and weaknesses in terms of inclusiveness. (The incorporation of a range of criteria into one report rather than individual reports is encouraged,
3.2	Evaluate ways to adapt a range of resources to ensure an inclusive approach.		
3.3	Evaluate the inclusiveness of own use of resources.		

Last revision 07/03/2008

		where it is considered appropriate). • Professional discussion with fellow teachers or the assessor. • Minutes of meetings related to designing resources which ensure inclusiveness, where the student teacher can be clearly identified as take a full part in the discussions. 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.

4.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Demonstrate effective use of equipment as a resource for own practice.	Understand the usefulness of resources used in own practices.	Where possible the student teacher should include real-life examples of their own experiences.
4.2	Analyse effective practice in storing and cataloguing resources.	Understand the methods of storing and cataloguing resources	
4.3	Evaluate opportunities for collaborative approaches to resource development and management.	Recognise opportunities for collaboration in the development and management of resources.	Evidence of practice can include: • Observation of the student teacher using appropriate equipment to support

			learning.
			• A report reviewing methods of storing and cataloguing resources and assessing their efficacy in managing the resources.
			• A report describing opportunities for collaboration in delivering resource development and management and assessing the value of such collaboration.
			The incorporation of a range of criteria into one report rather than individual reports is encouraged, where it is considered appropriate.
			• Professional discussion with fellow teachers or the assessor.
			• Minutes of meetings related to collaboration in the management of resources and/or cataloguing and storage of resources, where the student teacher can be clearly identified as take a full part in the discussions.
			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.

5.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
5.1	Define intellectual property rights and copyright, and analyse implications for the production and use of materials.	Understand the concept of intellectual property rights. Understand the concept of copyright. Identify where the laws governing intellectual property rights and copyright relate to the development of the production and use of materials. Understand how the relevant laws apply to own practice.	Where possible the student teacher should include real-life examples of their own experiences. Evidence of practice can include: • A report describing intellectual property rights and copyright which then reviews how these concepts apply to third party learning materials and also for the development of personal or in-house materials. • Professional discussion with fellow teachers or the assessor. • A table of the current range of materials used within the organisation or subject specialist area and explanations of how they

			are affected by laws governing copyright and intellectual property rights.
• Minutes of meetings related to intellectual property reports and copyright, where the student teacher can be clearly identified as take a full part in the discussions.

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. |

6.

	Assessment Criteria	**Knowledge**	**Evidence Linked to Practice**
6.1	Evaluate own approaches, strengths and development needs in relation to resource design and management.	Recognise own level of understanding of resource design and management.

Understand how to develop own personal development plan. | Where possible the student teacher should include real-life examples of their own experiences. |
| 6.2 | Plan opportunities to develop and improve own learning and practice in resource design and management. | | Evidence of practice can include:
• A personal development plan or CPD plan providing a self-assessment, including strengths and weaknesses, of current competence in |

			resource design and management. Such a plan must be endorsed by the student teachers line manager and assessor.
			• Professional discussion with line manager or the assessor.
			• Minutes of meetings related to resources management, where the student teacher can be clearly identified as take a full part in the discussions.
			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.