

OCR Teaching in the Lifelong Learning Sector – Qualification Units

Unit 20 – Level 4 Developing and Managing Resources within the Lifelong Learning Sector

Level 4

QCA Accreditation Number F/500/9901

Unit description

Unit aims

The aim of this unit is to highlight the fact that delivery of learning requires resources in terms equipment and learning materials for students and teaching materials and equipment for the teacher. It will enhance the student teacher's ability to support learners through the appropriate management of the available resources. The teacher will be expected to understand and explain how the resources relate to effective practice in general and to their specialist area, in particular. Additionally, the student teacher will be able to review a wide range of generic and specialist resources, including emergent technologies, and justify their reasons for the resources that they believe to be appropriate. The student teacher will demonstrate how they ensure that all resources, including those which they have developed for themselves, ensure an inclusive approach to teaching and learning. The unit also develops the teacher's understanding of intellectual property rights and how this may impact upon their use of learning resources.

Credit value 15

Unit synopsis

This unit is for candidates in full teacher roles who manage resources for their own teaching commitments, to provide candidates with opportunity to:

- Review a range of generic and specialist learning resources and make an appropriate selection and justify the rationale for their decision, explicitly referring to the how they will engage with the learners.

- Analyse resources, including those which they have developed themselves, to ensure that they support an inclusive approach to learning and teaching
- Demonstrate how their choice of equipment supports their own practice
- Carry out an appraisal of how resources are catalogued, stored and shared
- Understand and apply the requirements of intellectual property rights and copyright law to their production and use of learning materials, including those that they have developed themselves
- Assess their own approach to resource design and management and identify their own strengths and development needs and present a cogent argument to their peers and line managers.

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
- 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, 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.

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 four 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 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. Where student teachers are offering minutes of meetings, they must show the breadth and depth of discussion which can be attributed to the student.

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

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

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)* Business Education Publishers Ltd

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* (3rd 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](http://www.dfes.gov.uk) (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

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.

Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Discuss the purpose of resources in relation to effective practice.	<p>The value of focused resources such as handouts, presentation slides, extracts from texts in supporting the learning environment by providing explanations, definitions and examples.</p> <p>The importance of having the appropriate equipment for demonstrations or practical sessions in order that students experience the reality of the scientific, technical or art worlds and have the opportunity to develop their own skills in these areas.</p> <p>Recognise that a range of resources allow students to have access to presentation or language styles and practical deliveries as students have different learning styles</p> <p>Understand that individual learners have different levels of experience, current competence, knowledge, backgrounds and even disabilities.</p> <p>Understand how students may feel uncomfortable with emerging technologies, for example or do not have access to the Internet when away from the college.</p> <p>List the value of different resources as they relate to individual student learners.</p>	<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"> • A report on the range of learning resources appropriate for their specialist subject and how such resources assist the teacher in delivering effective learning • A presentation to a peer group. • Professional discussion with fellow teachers or the assessor. • Minutes of meetings related to resources for teaching, where the student teacher can be clearly identified as take a full part in the discussions. • A formal report which
1.2	Review the effectiveness of different types of resources in meeting individual learning needs.		
1.3	Review the use of a range of resources for specific learning contexts.		

		<p>Understand range of resources required or relevant to the student teacher's specialist subject.</p> <p>Recognise the value of particular resources to a specific learning situation.</p>	<p>analyses the usefulness of a range of types of resources in delivering learning to students with diverse learning needs</p> <ul style="list-style-type: none"> • a conference paper (the full paper, not a synopsis). • A report on the range of learning resources appropriate for their specialist subject and the relevance of such resources in specific learning contexts. . • Minutes of meetings related to matching resources to particular learning needs, where the student teacher can be clearly identified as take a full part in the discussions. • Detailed module or programme documentation, prepared by the student teacher, which clearly considers the range of possible resources and provides a rationale for their relevance to a particular learning context. • The student teacher may
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			<p>provide evidence in a video or digital format but the content should reflect the length of report or presentation given above.</p> <p>Student teachers are encouraged, where possible, to write reports which address more than one criterion.</p>
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2.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Review a wide range of sources to inform resource development.	Know how to research sources of information on resource development.	<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"> • A formal report which provides assembles a relevant range of sources which provide guidance and advice on developing generic and specialist subject resources. • A presentation to a peer group. • Professional discussions with
2.2	Plan, design and justify a range of appropriate subject specialist resources to engage learners, including the use of new and emerging technologies.	<p>Know the range of resources which are relevant to the learning areas and specialist subjects which are the responsibility of the student teacher.</p> <p>Understand the processes for preparing to develop subject specialist</p>	

			<p>peers and assessor may also be acceptable.</p> <ul style="list-style-type: none"> 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>Student teachers are encouraged, where possible, to write reports which address more than one criterion</p>
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3.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Review ways to adapt a range of resources to ensure an inclusive approach.	Understand the diversity of students within the lifelong learning sector.	Where possible the student teacher should include real-life examples of their own experiences.
3.2	Explain and justify the inclusiveness of own use of resources.	<p>Know how to access information on special requirements for students with a range of disabilities or learning difficulties.</p> <p>Know how to access information on inclusive approaches to student learning.</p> <p>Know the guidance regarding the design of resources for diverse student groups.</p> <p>Know the requirements of students within the group who have specific learning needs or disabilities.</p>	<p>Evidence of practice can include:</p> <ul style="list-style-type: none"> A report on the current trends in delivering learning to students with diverse learning needs, including recommendations as to the appropriateness of the various approaches, as they

			<p>relate to the student teachers specialist subject.</p> <ul style="list-style-type: none"> • A presentation to a peer group. • Professional discussion with fellow teachers or the assessor. • Minutes of meetings on adapting resources to meet the needs of a diverse student body, where the student teacher can be clearly identified as take a full part in the discussions. • A list of the resources annotated or accompanied by additional supporting evidence of why each resource supports inclusiveness. • A report on the work being undertaken to deliver inclusive resources for the student teacher's teaching commitments and how inclusivity is being assured. • Minutes of meetings on inclusive ness on new or current resources to meet the needs of a diverse student body, where the student teacher can be
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			<p>clearly identified as take a full part in the discussions.</p> <ul style="list-style-type: none"> The student teacher may provide evidence in a video or digital format but the content should reflect the length of report above. <p>Student teachers are encouraged, where possible, to write reports which address more than one criterion</p>
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4.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Demonstrate effective use of equipment as a resource for own practice.	Know the range of equipment appropriate for the delivery of a good learning experience to the students.	<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"> Observations of the student teacher electing to use particular equipment for a specific learning outcome or for a range of outcomes, linked to a professional discussion would be acceptable for this criterion.
4.2	Review effective practice in storing, cataloguing and sharing resources.	<p>Understand the merits of a particular piece or group of equipment to support particular learning objectives and outcomes.</p> <p>Recognise the range of general equipment which support the teacher in delivering a good learning experience, e.g. overhead projection facilities, digital presentation facilities.</p> <p>Know the appropriate methods of storage for a range of resources appropriate to the student teacher's specialism and role.</p>	

		<p>Understand the purpose of cataloguing and the accepted methods of storage, including those in their own institution.</p> <p>Understand the requirement to share resources.</p> <p>Understand the issues involved in sharing practice, eg availability, ownership.</p>	<ul style="list-style-type: none"> • The outcomes of assessment or practice by the learners may also be used as supporting evidence. • Peer appraisals of teaching may also be used to demonstrate generic resources being used effectively. • A report on the on the ways in which resources can be stored, catalogued and shared. It should include those methods used within the institution or others with which the student teacher is familiar • A presentation to a peer group. • Professional discussion with fellow teachers or the assessor. • Minutes of meetings on the efficacy of current storage, cataloguing and sharing of resources and alternative methods which are deemed to be good practice, where the student teacher can be clearly identified as take a full part in the discussions.
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5.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
5.1	Define intellectual property rights and copyright and their potential implications for the production and use of materials.	<p>Know the various bodies which are responsible for enforcing intellectual property right law and copyright law within the lifelong learning sector.</p> <p>Understand the constraints such laws put upon the production and reproduction of materials used in the learning process.</p> <p>Know their responsibilities in respect of intellectual property rights and copyright law.</p> <p>Understand the penalties in place for non-compliance for:</p> <ul style="list-style-type: none"> The individual teacher, The institution. 	<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"> A report, providing definitions for copyright and intellectual property rights and how they relate to the production and use of resources. It should also make clear the names and addresses of those bodies charged with monitoring the laws within education and

			<p>refer to information and guidance that is available. The student should also comment on the implications of the laws on generic and specialist resource production.</p> <ul style="list-style-type: none"> Professional discussions with fellow teachers or assessor would also be appropriate, as would presentations to colleagues. <p>The student teacher may provide evidence in a video or digital format but the content should reflect the length of report above.</p> <p>Student teachers are encouraged, where possible, to write reports which address more than one criterion</p>
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5.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
6.1	Review own approaches, strengths and development needs in relation to resource design and management.	Recognise good practice in resource design and management.	Where possible the student teacher should include real-life examples of their own experiences. Evidence of practice can include:
6.2	Discuss ways to adapt and improve	State where the own practice is in line with good practice or adds to good practice.	

	<p>own practice in relation to resource development and management.</p>	<p>Understand where own practice is still developing.</p> <p>Recognise the value of self-assessment in own practice.</p> <p>Understand own limitations in development and management of resources.</p> <p>Recognise examples of good practice both externally and also from their own approach to resource development and management.</p>	<ul style="list-style-type: none"> • A list of the resources annotated or accompanied by additional supporting evidence of where good practice is demonstrated and also where further development is required. • A report on the student teacher's current approaches to resource design and future • A peer group presentation. • Professional discussion with fellow teachers or the assessor. • Minutes of meetings on resource design and management of resources to, where the student teacher can be clearly identified as take a full part in the discussions. • A report on student teacher's own assessment of their practice and discussion of how this relates to institutional or external concepts of good practice. • Peer appraisal of current practice and future aims. • The student teacher may provide evidence in a video
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			<p>or digital format but the content should reflect the length of report above.</p> <p>Student teachers are encouraged, where possible, to write reports which address more than one criterion.</p>
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