

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

Unit 8 - Planning and Enabling Learning

Level 4

QCA Accreditation Number D/500/8979

Unit Description

Unit aims:

- To develop an understanding of initial assessment and the role it has on learning programmes
- To develop the ability to plan the teaching and learning process for a full learning programme incorporating inclusive learning
- To develop communication skills and methods to meet the learners and organisations needs
- To develop core specifications in literacy, mathematics and ICT
- To develop skills in reflective practice, evaluation and feedback

Credit value: 9

Unit synopsis:

This unit is about:

- Identifying the role of initial assessment in the learning process
- Designing lesson plans and schemes of work whilst incorporating inclusive learning
- Identifying appropriate teaching and learning strategies to support learning objectives

- Understanding reflective practice and how this can be used to develop own practice

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

This unit is a mandatory unit and therefore consideration should be given when designing the sessions around the optional units and how the two could be linked together. This unit at level 3 and level 4 are similar in terms of the knowledge to be gained however the assessment criteria is more in-depth for candidates wanting to achieve level 4.

Tutors should consider candidates' complete learning experience when designing the learning programmes and should outline the issues around planning and enabling learning, together with how this is incorporated within their teaching role. This unit highlights the importance of the minimum core specifications and consideration must be given to this when delivering sessions. Candidates can be advised to research this in-line with the specifications set out by LLUK.

The taught sessions can be delivered using the knowledge set out against the assessment criteria as guidance. Tutors should produce sample schemes of work and completed lesson plans to inform candidates and should ideally use these as case study exercises during the learning process.

It is good practice to evaluate a session after delivery, so candidates can examine how the session has been delivered, what planning took place, what group activities

were included and how the session could have been delivered differently. The candidates can then use this information for future planning.

Guidance on assessment for centres

This unit is designed around the principle that candidates will build a portfolio of evidence relating to the unit assessment objectives.

Guidance has been produced in relation to the practice on how each assessment criteria may be assessed. This list is not exhaustive and maybe expanded upon or tailored specifically to the candidate's appropriate teaching role if appropriate.

Within this unit, assessment is expected to take place against a scheme of work, session plans and teaching observations. It is important that candidates demonstrate an understanding of the minimum core and there is clear evidence to show their level of understanding and how these relate to the teaching role.

The assessor must be clear about the level of evidence required against the assessment criteria and the differences highlighted between level 3 and level 4. Candidates completing this unit at level 4 are expected to demonstrate a greater depth of knowledge and understanding and therefore an assessor should be quite clear in distinguishing the difference in levels. Continuous feedback must be given to candidates in relation to the appropriateness of the evidence that is produced and whether enough detail is being incorporated within it, therefore ensuring the candidate develops through the learning process.

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 ways to negotiate appropriate individual goals with learners

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Analyse the role of initial assessment in the learning and teaching process	<ul style="list-style-type: none"> The distinction between formative and summative assessment How to map assessment methods against specified curriculum, 	<ul style="list-style-type: none"> Report Professional discussion Scheme of work Lesson plan
1.2	Describe and evaluate different methods of initial assessment for use with learners.		
1.3	Evaluate ways of planning, negotiating and recording appropriate learning goals with learners.	<ul style="list-style-type: none"> Learners learning styles (eg Honey and Mumford) 	

2. Understand how to plan for inclusive learning

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Establish and maintain an inclusive learning environment	<ul style="list-style-type: none"> How to plan for inclusiveness How to establish what constitutes acceptable levels of work to enable learners to meet learning outcomes How each lesson plan should clearly identify its aims and outcomes 	<ul style="list-style-type: none"> Scheme of work Session plans Assessor observation
2.2	Devise and justify a scheme of work which meets the learners' needs and curriculum requirements.		

2.3	Devise and justify session plans which meet the aims and needs of individual learners and/or groups.	<ul style="list-style-type: none"> • Equipment and its uses in supporting learning • How to access the necessary resources • How to use resources appropriate to delivery • How to allow learners opportunity to give feedback 	<ul style="list-style-type: none"> • Micro teach/30 minute session • Self evaluation • Report/presentation of DVD
2.4	Analyse ways in which session plans can be adapted to the individual needs of learners.		
2.5	Plan the appropriate use of a variety of delivery methods, justifying the choice.		
2.6	Identify and evaluate opportunities for learners to provide feedback to inform practice.		

3. Understand how to use teaching and learning strategies and resources inclusively to meet curriculum requirements

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Select/adapt, use and justify a range of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met.	<ul style="list-style-type: none"> • What is meant by inclusive learning • How to select a range of inclusive activities • Curriculum relevant to the learning activity 	<ul style="list-style-type: none"> • Assessor observation • Report • Scheme of work • Session plan

3.2	Analyse the strengths and limitations of a range of resources, including new emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning.	<ul style="list-style-type: none"> • Identifying a range of resources • Up-to-date on emerging technologies • How to choose the resource appropriate to learners • How to promote equality and diversity during learning • How to create a climate conducive to learning 	<ul style="list-style-type: none"> • Self evaluation • Report • Assessors observations
3.3	Identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they support learner achievement.	<ul style="list-style-type: none"> • How to recognise own competence in literacy • How to recognise own competence in numeracy • How to recognise own competence in ICT 	<ul style="list-style-type: none"> • Report • Assessors observations • Witness testimony
3.4	Select/adapt, use and justify a range of inclusive resources to promote inclusive learning and teaching.	<ul style="list-style-type: none"> • How to select appropriate resources • Where to access resources within own organisation and the internet • The rights of learners, equality and diversity in learning 	<ul style="list-style-type: none"> • Assessor observation • Report • Scheme of work • Session plan

4. Understand how to use a range of communication skills and methods to communicate effectively with learners and relevant parties in own organisation.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Use and evaluate different communication methods and skills to meet the needs of learners and the organisation.	<ul style="list-style-type: none"> • What different types of communication may be used • Aware of own communication skills/style • How to overcome barriers to communication • How to communicate with the learners within a group or during an individual setting • What are the differences in communicating individually or within a group • How to learn from experienced teachers to ensure communication with learners is effective 	<ul style="list-style-type: none"> • Professional discussion • Self evaluation • Reflective journal • Witness testimony
4.2	Evaluate own communication skills, Identifying ways in which these could be improved including an analysis of how barriers to effective communication might be overcome.		
4.3	Identify and liaise with appropriate and relevant parties to effectively meet the needs of learners.		

5. Understand and demonstrate knowledge of the minimum core in own practice

	Assessment Criteria	Knowledge	Evidence Linked to Practice
5.1	Apply minimum core specifications in literacy to improve own practice	<ul style="list-style-type: none"> • How to recognise own competence in literacy and apply • How to recognise own competence in numeracy and apply • How to recognise own competence in ICT and apply • What is meant by minimum core specifications • How to apply minimum core specifications 	<ul style="list-style-type: none"> • QTS skills test • Report • Assessors observations • Witness testimony
5.2	Apply minimum core specifications in language to improve own practice.		
5.3	Apply minimum core specifications in mathematics to improve own practice.		
5.4	Apply minimum core specifications in ICT user skills to improve own practice.		

6. Understand how reflection, evaluation and feedback can be used to develop own practice

	Assessment Criteria	Knowledge	Evidence Linked to Practice
6.1	Use regular reflection and feedback from others, including learners, to evaluate and improve own practice, making recommendations for modification as appropriate.	<ul style="list-style-type: none"> • Benefits of keeping a reflective journal • How to obtain feedback from colleagues and learners • How to plan own personal development and identify areas for improvement 	<ul style="list-style-type: none"> • Reflective journal • Professional discussion • Self evaluation