

OCR L5 Teaching in the Lifelong Learning sector

Unit 26 The Lifelong Learning Sector

Level 5

QCA Accreditation Number D/500/9923

Unit description

This unit is for student teachers who are seeking to achieve a greater understanding of the role, scope and policy context of the lifelong learning sector. The purpose of key agencies who are involved in developing, delivering and quality assuring all aspects of the provision are also covered.

The unit will enhance the student teacher's understanding of the lifelong learning sector and their role within this sector.

Unit description

Unit aims:

To provide student teachers with the opportunity to demonstrate and enhance their knowledge and understanding of the key agencies which are involved in all aspects of the lifelong learning sector.

To provide student teachers with the opportunity to enhance their knowledge and understanding of the role and scope of The lifelong learning sector in supporting learners to reach their full potential.

To provide student teachers opportunity to investigate the policy context of the lifelong learning sector to enable them to more fully understand their own role in supporting learners.

To enable student teachers to develop the critical and analytical skills which will allow them to use their knowledge of the lifelong learning sector and its key agencies to contribute more fully to engage with the national and local debate on the delivery of lifelong learning.

Credit value: 15

Unit synopsis:

This unit helps student teachers to;

- recognising that teaching in the lifelong learning sector is not an insular activity but is set in a wider context of national and local policies which are overseen by a range of key agencies.
- understand and engage with the wider sector in order to understand the context within which they deliver high quality learning to the learner.
- identify a framework in which they can analyse their own current level of knowledge and experience so that they can develop and implement the necessary plans to enhance this area of their professional development.

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
- Resource based learning
- Question and answer
- Role play
- Discussion
- Debate
- Research projects
- Preparation of professional journal articles
- Attendance at conferences
- Presentation of papers to conferences
- Attendance at meetings
- Membership of relevant professional bodies
- Tutorials
- Professional discussion
- Workshop activities

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.

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, 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
- Reports written by the student teacher on research, analysis and interpretation of the lifelong learning sector and its associated agencies.

This is a level five unit 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.

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

Capel S (2009) *Learning to Teach in the Secondary School: A Companion to School Experience*, Routledge

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

Jarvis, P, (2008) *The Routledge International Handbook of Lifelong Learning*, Routledge

Jessup, G. (1991) *Outcomes: NVQs and the Emerging Model of Education and Training*. London: Falmer

LLUK, (2008) *Who am I*, www.lluk.org/2761.htm

LLUK (2008) *Nations* www.lluk.org/2779.htm

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

Scales, P C, (2008) *Teaching in the Lifelong Learning Sector* Open University Press

Tennant, M. (1997) *Psychology and Adult Learning*. London: Routledge

Times Educational Supplement

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*

Websites

www.brokers.traintogain.gov.uk/NR/rdonlyres/34EB9446-289B-4BC6-AA0E-1B762F3859A3/0/nwrlifelonglearningfactsheetjuly07.pdf Paper on the LifeLong Learning Sector.

www.bild.org.uk The British Institute of Learning Disabilities

www.dcsf.gov.uk Department for Children, Schools and Families (Formerly Department for Education and Skills (DfES))

www.ento.co.uk

www.hefce.ac.uk/widen/lln/ HEFCE Lifelong Learning Networks

www.IFL.ac.uk The Institute for Learning

www.lluk.org.uk

www.standardsverificationuk.org/ Standards Verification UK

www.niace.org.uk NIACE, the National Institute of Adult Continuing Education (England and Wales),

[www.niace.org.uk/projects/commissionfordisabledstaff /](http://www.niace.org.uk/projects/commissionfordisabledstaff/) The Commission for disabled staff in the lifelong learning sector.

www.ocr.org.uk

www.qca.org.uk

www.zope.cetis.ac.uk Lifelong Learning Group CETIS

Assessment Criteria, Knowledge and Practice

1 Understand the scope and nature of the lifelong learning sector

| | Assessment Criteria | Knowledge | Practice |
|--|--|--|--|
| | 1.1 Analyse the profile of the lifelong learning sector | <ul style="list-style-type: none"> Understand the language and terminology of the Professional standards of the Teaching Profession as laid down by LLUK, IfL, TTA, etc relevant to the life long learning sector. List the key relevant agencies within the lifelong learning sector. Understand the roles of relevant agencies within the lifelong learning sector. Compare the lifelong learning sector with other educational sectors. Understand the GTC interpretation of policies. Recognise the perceptions of Lifelong Learning within Government and the wider community. Understand the professional standards of the teaching profession required within the 5-14 sector. Understand the Professional, Statutory and Regulatory body interpretation of policies. define common terminology with the lifelong learning sector. | <p>This can take the form of discussions amongst staff, meetings at conferences, presentations to peer groups and follow-on discussions. Minutes of meetings with colleagues and manages on how government policies will impact upon practice.</p> <p>Professional discussion with colleagues on the importance of a common understanding of the language and terminology of the lifelong learning sector.</p> <p>A report (six sides of A4) or a video/digital recording of such discussions.</p> |
| | 1.2 Analyse ways in which areas of the lifelong learning sector differ from other sectors | | |
| | 1.3 Define and evaluate the roles of key relevant agencies within the lifelong learning sector | | |
| | 1.4 Define and analyse language and terminology specific to the lifelong learning sector | | |

2 Understand the current UK policy context of the lifelong learning sector

| | Assessment Criteria | Knowledge | Practice |
|--|---|---|---|
| | 2.1 Critically review the context of policy development, discussing the impact on key UK policies relating to lifelong learning | <ul style="list-style-type: none"> • Know the Government policies on teaching and learning in the lifelong learning sector across the United Kingdom. • Understand the responsibilities and approach to the lifelong learning sectors of Governments within the United Kingdom. • Understand the Institutional response to Government policies on teaching and learning in lifelong sector. • Identify key reports, ie Leitch in England, Learning Pathways 14-19 Years in Wales. • List key policies relating to lifelong learning within the UK. | <p>This can take the form of discussions amongst staff, meetings at conferences, presentations to peer groups and follow-on discussions. Minutes of meetings with colleagues and managers on how government policies will impact upon practice.</p> <p>Professional discussion with colleagues on the implications for the teacher's own practice and that of the programme teams and institution with which they are associated.</p> <p>A report (six sides of A4) or a video/digital recording of such discussions.</p> |
| | 2.2 Analyse the underpinning rationale in relation to a range of policies relating to lifelong learning | | |
| | 2.3 Evaluate key policies relating to lifelong learning in the UK | | |

3 Understand the roles and purpose of regulators and funding bodies in the lifelong learning sector

| | Assessment Criteria | Knowledge | Practice |
|--|---|--|---|
| | 3.1 Evaluate the role and impact of key agencies responsible for regulation of the lifelong learning sector | <ul style="list-style-type: none"> • Identify the key agencies responsible for relating the lifelong learning sector. • Know the role of key agencies responsible for regulating and funding the lifelong learning sector. • Understand how the work of the agencies impact upon the teacher and lifelong learning institutions. • Understand the range of funding opportunities available to the lifelong learning sector. • Understand the process for applying for funding from relevant agencies. | <p>This can take the form of discussions amongst staff, meetings at conferences, presentations to peer groups and follow-on discussions.</p> <p>Minutes of meetings with colleagues and managers on how regulatory and/or funding bodies affect the institution, teams and individuals.</p> <p>A report on the funding opportunities for their institution or subject specialist.</p> <p>A funding bid prepared by the student teacher or which is annotated to confirm the major role undertaken in compiling the bid.</p> <p>A report (six sides of A4) or a video/digital recording of such discussions.</p> <p>Professional discussion with colleagues on the implications for the teacher's own practice and that of the programme teams with which they are associated.</p> |
| | 3.2 Evaluate the role and impact of agencies responsible for funding the sector | | |
| | 3.3 Discuss ways of accessing funding to increase and diversify sources of income | | |

4 Understand the roles and purpose of agencies involved in quality improvement of the lifelong learning sector

| | Assessment Criteria | Knowledge | Practice |
|--|--|---|---|
| | 4.1 Evaluate the role and impact of agencies responsible for quality and quality improvement in the sector | <ul style="list-style-type: none"> • List the agencies which are responsible for quality and quality improvement within the lifelong learning sector. • Understand the role of agencies responsible for quality and quality improvement in the lifelong learning sector. | <p>This can take the form of discussions amongst staff, meetings at conferences, presentations to peer groups and follow-on discussions.</p> |
| | 4.2 Evaluate the purpose and process of inspection | <ul style="list-style-type: none"> • List the agencies which impact upon quality in the lifelong learning sector. | <p>Minutes of meetings with colleagues and managers on how external inspection, review or audit impacts upon the individual, team and organisation.</p> |
| | 4.3 Evaluate mechanisms and processes for self assessment and quality improvement within own organisation | <ul style="list-style-type: none"> • Understand the purpose of inspection or audit to the institution and the wider community. • Understand the process of inspection or audit. • Understand the role of the teacher in the inspection or audit process. • Understand institution-based procedures and processes for self-assessment and quality improvement. • Understand the role of the teacher in institution-based procedures and processes for self-assessment and quality improvements. | <p>A report on the appropriate external inspection, review or audit process for their institution or subject specialist.</p> <p>The document or documents prepared for external review, audit or review by the student teacher or which is annotated to confirm the major role undertaken in compiling the bid.</p> <p>A self-assessment report and quality improvement report prepared by the student teacher or which is annotated to confirm the major role undertaken in compiling the bid.</p> |

| | Assessment Criteria | Knowledge | Practice |
|--|----------------------------|------------------|---|
| | | | <p>A report (six sides of A4) or a video/digital recording of such discussions.</p> <p>Professional discussion with colleagues on the implications for the teacher's own practice and that of the programme teams with which they are associated.</p> |

Values and commitments included in this unit

AS8, AS6, AS7, BS4

Standards included in this unit

AK4.1, AK4.3, AP5.1, AK6.1, AK6.2, AP6.1, AP6.2, AK7.1, AP7.2,