

Teaching in the Lifelong Learning Sector

Diplomas in Teaching in the Lifelong Learning Sector

Guidance for Candidates

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1.1 What are the OCR Diploma's in Teaching in the Lifelong Learning Sector?

These qualifications aim to:

1. develop the student-teacher's ability to work in an associate teacher role, as defined by LLUK
2. develop the student-teachers' understanding of their roles and responsibilities in relation to teaching
3. develop student-teachers' abilities to assess learners' needs
4. develop student-teachers' abilities to work with others in supporting learners
5. develop the student-teachers' approach to selecting and implementing learning approaches
6. develop the student-teachers' abilities to plan and deliver learning programmes
7. encourage and support student-teachers in their use of learning approaches to engage and motivate learners
8. develop the student-teachers' understanding of the need to maintain records
9. develop student-teachers' understanding of the learning environment, including the impact of external factors and the national context
10. develop student-teachers' commitment to professional values and their ability to conform to professional codes of practice
11. develop commitment to reflection on practice and to continuous professional development

1.2 What do I have to do to achieve these qualifications?

To achieve any of these qualifications you must achieve the mandatory units and **additional** optional units, depending on the pathway you have chosen. More information on the units you will need to complete are available in the *OCR Diploma in Teaching in the Lifelong Learning Sector: Qualification Structure* handbook which is available on the OCR website www.ocr.org.uk.

1.3 How do I know that this qualification is right for me?

This qualification is designed for candidates wishing to gain an appropriate qualification for the purposes of being a **full teacher** into the Lifelong Learning sector.

Your chosen qualification may also form a progression route to other OCR Level 5 Diplomas in Teaching in the Lifelong Learning Sector, and may be used to apply for professional status with the Institute of Learning.

2 Qualification Structure

The credit value for this qualification is a minimum of 120 credits.

You are required to complete a minimum of 60 credits from one of the three pathways in year 1 and then a minimum of 60 credits in year 2.

You can transfer in the level 3 or level 4 'Preparing to Teach in the Lifelong Learning Sector' if you have already completed these units – your centre can give you guidance on how to do this.

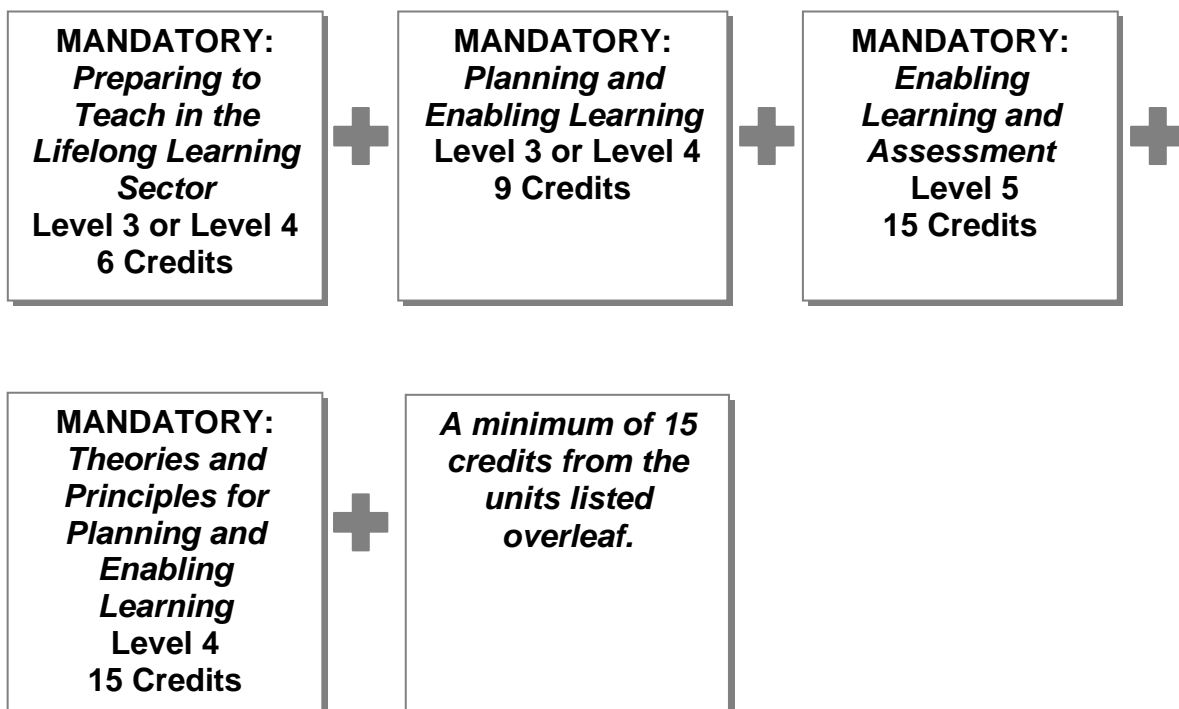
The diagram below indicates both mandatory and optional units that are available to you, depending on the units your centre has chosen to offer. You can view these units in detail by visiting the OCR website www.ocr.org.uk.

ALLOWED COMBINATIONS

In part one, you must achieve a minimum of 60 credits. The four mandatory units shown below **MUST** be in part one – you cannot move onto part two without completing these. Part one must be completed before part two.

In part two, you must achieve a minimum of 60 credits – this includes three mandatory units which **MUST** be completed

Part one



Optional units for part one

Unit Title	Credit Value	Level
Preparing for the Coaching Role	3	Level 3
Preparing for the Mentoring Role	3	Level 3
Equality and Diversity	6	Level 4
Specialist Delivery Techniques and Activities	6	Level 4
Delivering Employability Skills	6	Level 4
Inclusive Practice	15	Level 4
Teaching a Specialist Subject	15	Level 4
Preparing for the Coaching Role	3	Level 4
Preparing for the Mentoring Role	3	Level 4
Developing and Managing Resources Within the Lifelong Learning Sector	15	Level 4
Managing and Responding to Behaviours in a Learning Environment	15	Level 4
Effective Partnership Working in the Learning and Teaching Context	15	Level 4
Action Research	15	Level 5
Inclusive Practice	15	Level 5
Developing and Managing Resources Within the Lifelong Learning Sector	15	Level 5
The Lifelong Learning Sector	15	Level 5
Effective Partnership Working in the Learning and Teaching Context	15	Level 5
Literacy Theories and Frameworks	15	Level 5
Literacy and the Learners	15	Level 4
Literacy, ESOL and the Learners	15	Level 4
Literacy Theories and Frameworks	15	Level 5
Numeracy and the Learners	15	Level 4
Developing Numeracy Knowledge and Understanding	15	Level 5
Integrating Literacy, Language and Numeracy into Learning and Learning Programmes	6	Level 5
Planning and Enabling Learning for Learners with Cognitive Learning Difficulties	15	Level 5
Enabling Learner Independence and Self Determination	15	Level 5

Part Two

MANDATORY:
*Continuing
Personal and
Professional
Development*
Level 5
15 Credits



MANDATORY:
*Curriculum Design
for Inclusive
Practice*
Level 5
15 Credits



MANDATORY:
*Wider
Professional
Practice*
Level 5
15 Credits



*A minimum of 15
credits from the
units listed
below.*

Please note that units taken from this group cannot be the same as those taken from other groups within the diploma structure.

Optional units for part two

Unit Title	Credit Value	Level
Inclusive Practice	15	Level 5
Action Research	15	Level 5
Developing and Managing Resources Within the Lifelong Learning Sector	15	Level 5
The Lifelong Learning Sector	15	Level 5
Effective Partnership Working in the Learning and Teaching Context	15	Level 5
Literacy Theories and Frameworks	15	Level 5
Developing Numeracy Knowledge and Understanding	15	Level 5
Enabling Learner Independence and Self Determination	15	Level 5

3 Glossary

Analyse	to examine in detail in order to discover meaning, essential features, etc.
Apply	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
Assess	to judge the worth, importance, etc., of; evaluate
Calculate	to solve (one or more problems) by a mathematical procedure; compute
Carry out	to perform or cause to be implemented
Chart	to plot or outline the course of to make a detailed plan of to make a chart of
Classify	to arrange or order by classes; categorise
Collect	to gather together or be gathered together
Communicate	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc.
Compare	to regard or represent as analogous or similar; liken
Compile	to make or compose from other materials or sources
Complete	to make whole or perfect to end; finish
Conduct	to do or carry out
Contrast	to distinguish by comparison of unlike or opposite qualities
Contribute	to give (support, money, etc.) for a common purpose or fund to supply (ideas, opinions, etc.) as part of a debate or discussion
Define	to state precisely the meaning of (words, terms, etc.)
Deliver	to carry (goods, etc.) to a destination, esp. to carry and distribute (goods, mail, etc.) to several places to hand over , transfer, or surrender to produce or perform something promised or expected
Demonstrate	to show, manifest, or prove, esp. by reasoning, evidence, etc.
Describe	to give an account or representation of in words
Design	to work out the structure or form of (something)
Detail	to list or relate fully to include or all or most particulars
Develop	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
Devise	to work out, contrive, or plan (something) in one's mind
Discuss	to have a conversation about; consider by talking over; debate to treat (a subject) in speech or writing
Estimate	to form an approximate idea of (distance, size, cost, etc.); calculate roughly; gauge

Evaluate	to ascertain or set the amount or value of to judge or assess the worth of; appraise
Examine	to look at, inspect, or scrutinise carefully, or in detail; investigate
Explain	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc.
Explore	to examine or investigate, esp. systematically
Generate	to produce or bring into being; create
Give	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others to impart or communicate Identify to prove or recognise as being a certain person or thing; determine the identity of
Illustrate	to clarify or explain by use of examples, analogy, etc.
Implement	to carry out; put into action; perform
Interact	to act on or in close relation with each other
Interpret	to clarify or explain the meaning of; elucidate
Investigate	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
Justify	to prove or see to be just or valid; vindicate to show to be reasonable; warrant or substantiate
Keep	to have or retain possession of
Lead	to show the way to (an individual or a group) by going with or ahead to guide or be guided by holding, pulling, etc. to phrase a question to (a witness) that tends to suggest the desired answer
Measure	to determine the size, amount, etc., of by measurement
Monitor	to observe or record (the activity or performance) of (an engine or other device)
Organise	to form (parts or elements of something) into a structured whole; co ordinate
Outline	to give the main features or general idea of
Participate	to take part, be or become actively involved, or share (in)
Perform	to carry out or do (an action)
Plan	to have in mind as a purpose to make a plan of (a building)
Prepare	to make ready or suitable in advance for a particular purpose or for some use, event etc. to put together using parts or ingredients; compose or construct to equip or outfit
Present	to show, exhibit to put forward; submit to bring or suggest to the mind
Produce	to bring (something) into existence; yield to bring forth (a product) by physical or mental effort; make
Profile	to draw, write or make a profile of

Promote	to further or encourage the progress or existence of to raise to a higher rank, status degree etc. to urge the adoption of; work for to encourage the sale of (a product) by advertising or securing financial support
Propose	to put forward (a plan, motion, etc.) for consideration or action
Provide	to put at the disposal of; furnish or supply
Recognise	to perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known; know again
Recommend	to advise as the best course or choice; counsel
Research	to carry out investigations into (a subject, problem etc.)
Review	to look at or examine again to look back upon
Select	to choose (someone or something) in preference to another or others
Serve	to render or be of service to; (a person, cause, etc.); help to distribute or provide
Show	to make, be, or become visible or noticeable to indicate or explain; prove
Suggest	to put forward (a plan, idea, etc.) for consideration (d)
Summarise	to make or be a summary of; express concisely
Understand	to know and comprehend the nature or meaning of
Undertake	to contract to or commit oneself to (something) or (to do something)
Use	to put into service or action; employ for a given purpose