

# OCR Teaching in the Lifelong Learning Sector – Qualification Units

## Unit 16 – Level 5 Enabling Learning and Assessment

Level 5

QAN Accreditation Number H/601/8231

### Unit description

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#### Unit aims

The aim of this unit is to enable student teachers to:

- Develop the ability to carry out appropriate and accurate assessment and plan accordingly for the needs of their learners and potential learners
- Develop an understanding of the ways in which learners can be supported
- To understand the assessment process and encourage learners to take responsibility for their own learning
- Develop critical understanding of the nature and purpose of assessment.
- Evaluate a range of assessment methods in different contexts

**Credit value 15**

#### Unit synopsis

This unit is about:

- Student teachers developing their knowledge and practice of the identification and assessment of learner needs
- Undertaking research into the principles and practice of a range of assessment methods
- Reviewing and reflecting upon own practice in order to enhance their own skills in this area.

#### 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
- Presentations
- Attendance at meetings
- Attendance at conferences
- Membership of professional bodies
- Videos
- Role play
- Discussion
- Lecture and exposition
- Games
- Debate

### **Guidance on delivery for centres**

Delivery may take the form of:

- Provision of a variety of assessment materials
- Provision of opportunities for discussion e.g. discussion fora, seminars, tutorial support
- Provision of ongoing mentoring to the student teacher including review and feedback on the learning experience and the development of competence
- Observation of peer to peer discussions
- Observation of the assessment process
- Review of assessment materials used and or developed by the student teacher
- Professional discussion with the assessor will test the knowledge requirements where these are not met already by the activities described above

### **Guidance on assessment for centres**

The centre must be able to provide opportunities for teaching practice and planning opportunities for the student teacher. The unit may draw upon the evidence from a range of other units such as Widening Professional Practice, Enabling Learning for Students with Cognitive Learning Difficulties and Planning and Enabling Learning for Specialist Teachers of Learners with Cognitive Difficulties. Similarly this unit may contribute to these modules.

The assessment can include:

- Professional discussion with the student teacher and their colleagues
- Witness statements

- Reviewing documentation, including minutes, reports and presentations, schemes of work, lesson plans, assessment plans and results, marking schemes, curriculum review and development documentation
- 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 curriculum design for inclusive practice.

This is a level 4 unit and thus the candidate must demonstrate complex skills and knowledge in this particular area of language acquisition and use. The ability to recognise and develop thinking across these criteria is to be encouraged but it does mean that written evidence whilst aiming succinctness and clarity of thought will need to be of sufficient depth and breadth to meet the level 4 standard. There is an expectation that the written work will be presented at the appropriate level.

### **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

Black, P. et al (2003) *Assessment for Learning; Putting it into Practice*

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*. 5<sup>th</sup> 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
- Kennedy, H. (1997) *Widening Participation* ( the Kennedy Report) FE
- Maslow, A. (1987) *Motivation and Personality*. New York: Harper & Row
- Minton, D. ( 2000 *Teaching Skills in Further and Adult Education*, Thomson
- Petty, G. (2004) *Teaching Today* (3<sup>rd</sup> 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 (5<sup>th</sup> Edition)*
- Roger, A. (1952) *The Seven Point Plan*. National Institute of Industrial Psychology Business Education Publishers Ltd
- Rowntree, D. (1987) *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* (2<sup>nd</sup> Edition) Learning Matters

## **Websites**

[www.ocr.org.uk](http://www.ocr.org.uk) OCR website

[www.qca.org.uk](http://www.qca.org.uk) Qualifications and Curriculum Authority

[www.dfes.gov.uk](http://www.dfes.gov.uk) dept for Children Schools and Families (formerly Dept for Education and Skills)

[www.gfce.org.uk](http://www.gfce.org.uk) General Teaching Council for England

[www.gfcs.org.uk](http://www.gfcs.org.uk) General Teaching Council for Scotland

[www.gfcw.org.uk](http://www.gfcw.org.uk) General Teaching Council for Wales

[www.gfci.org.uk](http://www.gfci.org.uk) General Teaching Council for Northern Ireland

[www.ofsted.gov.uk](http://www.ofsted.gov.uk) The office for Standards in Education

[www.hmie.gov.uk](http://www.hmie.gov.uk) Her Majesty's Inspectorate of Education (Scotland)

## Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
1.1	Analyse the application of theories and principles of assessment in relation to practice in own specialist area.	Understand the key concepts, theories and principles of assessment.	Critically evaluate a range of assessment methods for specific groups of learners. Include a rationale justifying each method.
1.2	Analyse the role of assessment in evaluation and quality processes.	Describe how Kolb's learning cycle relates to the assessment of learning.  Discuss the application and role of formal and informal assessments in teaching and learning.  Appreciate the difference between assessment of and for learning and the implications for both the learner and the organisation.  Understand the quality issues related to assessment.	

2.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
2.1	Critically discuss the implications of equality and diversity issues in assessment for teachers and learners.	Discuss the induction process and identify learner entitlement and procedures.  Recognise different learning styles and their impact on teaching and learning.  Describe different support needs of individual learners and identify appropriate support systems within organisations.	Produce a case study which demonstrates inclusivity in enabling learning.  Review of three different methods of assessment and the extent to which they demonstrate equality of opportunity.

		<p>Understand the principles of inclusivity and application to own teaching role.</p> <p>Recognise equality and diversity issues within a person centred approach to assessment.</p>	
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### 3.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
3.1	Plan and/or design and use assessment schemes, methods and instruments that are fair, valid, reliable, sufficient and appropriate for learners, using new and emerging technologies where appropriate.	<p>Understand the theories and principles of formal and informal assessment.</p> <p>Understand the principles of planning and designing assessment schemes which demonstrate a person centred approach within the learning journey.</p>	<p>Plan, design and undertake and a range of assessments for two learners. Evaluate the effectiveness of each tool in line with learner needs, awarding bodies and institutional requirements.</p> <p>Produce individual learning records which demonstrate measurable progress.</p>
3.2	Justify the selection and /or design and use of formal and informal assessment methods and tools used in own specialist area.	<p>Discuss the full range of assessment methods both new and established; consider their usage, validity and reliability.</p> <p>Describe the key features of positive learning environments.</p>	
3.3	Establish and maintain an appropriate environment for assessment to maximise learners' opportunities for success.	<p>Discuss aspects of confidentiality.</p> <p>Understand the requirements and characteristics of effective reporting procedures.</p>	
3.4	Record, and report on learner progress and achievement, using organisational and/or awarding institution protocols and procedures as required.	<p>Discuss different methods of tracking assessment.</p> <p>Overview of external &amp; internal assessment practice.</p>	

## 4.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
4.1	Justify and use appropriate skills and approaches in giving verbal and written feedback to learners.	Understand the features and techniques of effective feedback.	The student teacher may either role play or video but the content should demonstrate effective feedback and target setting skills.
4.2	Justify and use appropriate skills and approaches to negotiate targets and strategies for improvement and success for learners.	Recognise the importance of negotiating learner goals and key strategies for reviewing progress.	

## 5.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
5.1	Apply minimum core specifications in literacy to improve own practice.	The importance of context in language use and the influence of the communicative situation.	Practice can be demonstrated through 1,2,3,4 and 6
5.2	Apply minimum core specifications in language to improve own practice.	Using spoken English effectively.	
5.3	Apply minimum core specifications in mathematics to improve own practice.	Interpreting written texts.	
5.4	Apply minimum core specifications in ICT user skills to improve own practice.	Showing the ability to use language, style and tone in ways that suit the intended audience, and to recognise their use by others.  Use non verbal communication to assist others in conveying meaning and receiving information and recognising its use by others.  Interpreting and evaluating results.  Communicate with others in ways that suit and support the	



		intended audience and recognise their use by others.  Using ICT systems.  Finding, selecting and exchanging information.	
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6.

	<b>Assessment Criteria</b>	<b>Knowledge</b>	<b>Evidence Linked to Practice</b>
6.1	Evaluate and improve the design and effectiveness of formal and informal assessment procedures, methods and instruments, using feedback from learners and appropriate others and referring to relevant theories of learning.	Discuss methods of best practice to develop own skills.  Discuss methods of to developing materials to improve own practice.  Understand how to evaluate a range of assessment methods and analyse findings to ensure a person centred approach to teaching and learning.	Review assessment methods.  Produce ongoing Professional Development records.  Design one formal and one informal assessment tool .  Evaluate the effectiveness of the tool.
6.2	Evaluate own approaches, strengths and development needs in relation to assessment.		
6.3	Plan and take up appropriate development opportunities to improve own practice in relation to formal and informal assessment.		Include a case study of one learner showing how a learner has been assessed and supported in their learning.