

Unit Title:	Roles, responsibilities and relationships in lifelong learning
OCR unit number:	4
Level:	Level 3
Credit value:	3
Guided learning hours:	12
Unit reference number:	M/503/1229

Unit purpose and aim

The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in lifelong learning and the relationship between different professionals in lifelong learning. It includes responsibility for maintaining a safe and supportive learning environment for learners.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1 Understand own role and responsibilities in lifelong learning	The Learner can: 1.1 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities 1.2 Explain own responsibilities for promoting equality and valuing diversity 1.3 Explain own role and responsibilities in lifelong learning 1.4 Explain own role and responsibilities in identifying and meeting the needs of learners	Learners will need to focus on their own subject specialism in which they teach and consider what legislation and regulations they must conform to. Learners could be encouraged to review sector skills, awarding organisation guidelines etc; where applicable. Learners could also consider internal organisational policies and procedures related to their job role and what is applicable to their classroom practice. Learners should consider any codes of practice related to both their subject and their role as a teacher. Learners should consider what their role and responsibilities are as a teacher in the lifelong learning sector, and their own responsibility in the

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		<p>promotion of equality and diversity as part of this. Learners' roles and responsibilities may vary depending on the teaching and learning environment in which they function such as further education, work based learning, offender learning, etc and their position within their organisation.</p> <p>When considering their roles and responsibilities, learners should identify which are pertinent to identifying and meeting their own learners' needs.</p>
<p>2 Understand the relationships between teachers and other professionals in lifelong learning</p>	<p>2.1 Explain the boundaries between the teaching role and other professional roles</p> <p>2.2 Describe points of referral to meet the needs of learners</p> <p>2.3 Summarise own responsibilities in relation to other professionals</p>	<p>Learners could consider the range of needs their learners have and establish where their role and responsibilities start and end as a teacher. Learners should consider all other services e.g. learning support, involved in meeting the needs of their own learners and recognise when their involvement would be appropriate.</p> <p>Learners need to identify how they would refer their own learners to the other services available when needed using the appropriate guidelines.</p>
<p>3 Understand own responsibility for maintaining a safe and supportive learning environment</p>	<p>3.1 Explain own responsibilities in maintaining a safe and supportive learning environment</p> <p>3.2 Explain ways to promote appropriate behaviour and respect for others</p>	<p>Learners need to consider their responsibilities in ensuring learners are safe and supported. The learner should be mindful that their responsibilities may extend beyond the</p>

Learning Outcomes	Assessment Criteria	Teaching Content
		<p>physical classroom environment where the learner is face to face with their learners and it may include environments such as on-line learning space. Learners should think about their learners' physical and emotional safety whilst undertaking learning in the various environments. They could revisit legislation such as Health and Safety, Child Protection and Equality and Diversity in doing this. Learners could review course information, literature, the induction and enrolment processes to review how the expectations of their learners with regard to behaviour and respect are conveyed and promoted. The learner should think about the behaviour they expect from their learners and how they convey this to their learners. This could include the initial setting of ground rules when explaining how they promote appropriate behaviour and respect within their classroom.</p>

Assessment

This unit will be assessed in the centre and externally verified by OCR assessors.

To successfully achieve the unit candidates must produce evidence that meets all of the assessment criteria in the unit.

Evidence requirements

This is a knowledge based unit so no specific evidence requirements apply. Candidates only need to demonstrate they meet the assessment criteria.

Guidance on assessment and evidence requirements

This is a level 3 unit and therefore some of the assessment criteria do not require the candidate to utilise such higher order thinking as the related level 4 unit (M_503_1232) to meet the assessment requirements. Tutors are encouraged to be mindful of the taxonomies of learning and concentrate on the verbs used within the assessment criteria in their delivery, learner support, feedback and assessment in order to understand the difference between level 3 and 4 so as to ensure candidates meet the assessment criteria at the required level they are working at.

Methods of assessment to demonstrate the candidate meeting the learning outcomes could include:

- small group discussion (utilising student-teacher experience as a resource)
- workshop activities
- question and answer
- assignments
- work product evidence
- whole group discussion (utilising student-teacher experience as a resource)
- resource-based learning
- demonstration and practice
- role play
- discussion
- personal reflective statement
- directed study and research
- practical activities
- ILT practical sessions
- attendance at meetings
- reports
- debate
- professional discussion
- annotated notes on policies, procedures, guidelines

This list is not exhaustive and centres can use alternative methods of evidencing learner's meeting the learning outcomes.

National Occupational Standards (NOS) mapping/signposting

This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	√	Representing		Use ICT systems	√
Reading	√	Analysing		Find and select information	√
Writing	√	Interpreting		Develop, present and communicate information	√

Resources

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 (1992) *53 Interesting Things to Do in Your Lectures (Interesting Ways to Teach)* Technical & Educational Services Ltd [4Rev Ed edition] ISBN-10: 094788503X ISBN-13: 978-0947885038
- 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, (1992) *53 Interesting Things to Do in Seminars and Tutorials (Interesting Ways to Teach)* Technical & Educational Services Ltd; [4Rev Ed edition] ISBN-10: 0947885080 ISBN-13: 978-0947885083
- 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. (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, (2001) *Teaching and Supporting Learning in Further Education: Meeting the FENTO Standards (Further Education)* Learning Matters Ltd. ISBN-10: 1903300282 ISBN-13: 978-1903300282
- Wallace S, (2005) *Teaching and Supporting Learners in Further Education* (2nd Edition) Learning Matters
- Wallace S, (2007) *Teaching, Tutoring and Training in the Lifelong Learning Sector* (3rd Edition) Learning Matters. ISBN 9780844450909

Websites

- www.geoffpetty.com Geoff Petty's website
- www.ocr.org.uk OCR web site
- www.ofsted.gov.uk The Office for Standards in Education.
- www.hmie.gov.uk Her Majesty's Inspectorate of Education (Scotland)
- www.ifl.ac.uk The Institute for Learning
- www.lsis.org.uk The Learning and Skills Improvement Services
- http://www.excellencegateway.org.uk/ The Excellence Gateway
- www.niace.org.uk The National Institute of Adult Continuing Education
- www.qia.org.uk The Quality Improvement Agency

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk .

This unit is a shared unit. It is located within the subject/sector classification system:

- 1.3 Education and training
- 13.1 Teaching and lecturing