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| Unit Title: | Roles, responsibilities and relationships in lifelong learning |
| OCR unit number: | 5 |
| Level: | Level 4 |
| Credit value: | 3 |
| Guided learning hours: | 12 |
| Unit reference number: | M/503/1232 |

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 Analyse own responsibilities for promoting equality and valuing diversity 1.3 Evaluate own role and responsibilities in lifelong learning 1.4 Review 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 should also consider internal organisational policies and procedures related to their job role and what is applicable to their classroom practice and how they demonstrate compliance. Learners should consider any codes of practice related to both their subject and their role as a teacher. Learners should consider how equality and diversity issues impact on their role. Learners should be encouraged to explore the concept of lifelong learning and how their |

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|---|---|---|
| | | <p>role fits into the lifelong learning agenda. They should consider their responsibilities and the impact and relevance to lifelong learning.</p> <p>When considering their roles and responsibilities learners should identify which are pertinent to identifying and meeting their own learners' needs and consider how effective they are in doing this.</p> |
| <p>2 Understand the relationships between teachers and other professionals in lifelong learning</p> | <p>2.1 Analyse the boundaries between the teaching role and other professional roles</p> <p>2.2 Review points of referral to meet the needs of learners</p> <p>2.3 Evaluate 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. Learners need to identify how they would refer their own learners to the other services available when needed using the appropriate guidelines and consider their effectiveness. Learners should consider the value of having other professions and how they might compliment or duplicate responsibilities they have in meeting their learners needs.</p> |
| <p>3 Understand own responsibility for maintaining a safe and supportive learning environment</p> | <p>3.1 Explain how to establish and maintain a safe and supportive learning environment</p> <p>3.2 Explain how 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 physical classroom environment where the learner is face to face with</p> |

| Learning Outcomes | Assessment Criteria | Teaching Content |
|-------------------|---------------------|--|
| | | <p>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 analyse their own teaching approach and classroom management techniques utilised including the initial setting of ground rules to explain 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

At level 4 the candidate must be able to demonstrate complex skills and knowledge within the context of this unit. The ability to recognise and develop thinking across these criteria is to be encouraged. This means that while a candidate should aim to produce concise written evidence and clarity of thought, this 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.

Methods of assessment to demonstrate the learner 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.isis.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

www.ukces.org.uk UK Commission for Employment and Skills

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