Unit Title:	**Planning to meet the needs of learners**
OCR unit number:	22
Level:	Level 3
Credit value:	3
Guided learning hours:	15
Unit reference number:	T/503/4911

Unit purpose and aim

The purpose of the unit is to enable the learner to agree individual learning goals with their learners, to plan inclusive learning and teaching approaches in accordance with internal processes and external requirements and to evaluate their own practice in planning learning and teaching. It covers expectations in relation to the minimum core in planning inclusive learning and teaching.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1 Be able to agree individual learning goals with learners	**The Learner can:** 1.1 Explain the role of initial and diagnostic assessment in agreeing individual learning goals 1.2 Use methods of initial and diagnostic assessment with learners 1.3 Negotiate and record individual learning goals with learners	Learners must consider the purpose of initial and diagnostic assessment and its relevance in compiling learning goals for their learners. The initial assessments could be skill or knowledge related in establishing learners' current ability for the subject in which they are to study or it could be an initial assessment to ascertain a learner's preferred learning style, their motivation to learn, their future aspirations in undertaking the learning programme etc. Learners must carry out initial and diagnostic assessment with their learners and incorporate the outcomes into the devising of learning goals with their learners. A record of the process and the learning goals agreed must be completed and would be

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Learning Outcomes	Assessment Criteria	Teaching Content
		relevant to be presented as evidence in meeting the learning outcome. Learners could think about how the process of devising learning goals would differ had initial and diagnostic assessment not taken place. Learners could compare different initial and diagnostic tools and their effectiveness.
2 Be able to plan inclusive learning and teaching in accordance with internal processes and external requirements	2.1 Devise a scheme of work which meets the needs of all learners and curriculum requirements 2.2 Devise session plans which meet the aims and needs of all learners 2.3 Explain how the choice of teaching methods meets the needs of all learners 2.4 Identify ways in which session plans can be adapted to meet the individual needs of learners 2.5 Identify opportunities for learners to provide feedback to inform inclusive practice	Learners need to establish what internal processes and external requirements exist that need to be adhered to in devising a scheme of work. There may be a specific proforma that must be used or certain detail that has to be considered and included such as mapping to Every Child Matters, for example. A session plan must be devised which contains appropriate learning outcomes, teaching and learning methods and assessment approaches which meet the needs of the learners and the curriculum and learners must be able explain how their session plan does this. Learners need to identify specific needs of individual learners and identify adjustments that could be made to the session plan to meet these needs. This could be amendments to learning outcomes, teaching and learning methods or resources, the learning environment, the timing and pace of the lesson, the assessment etc. This may form part of the reflection process in considering the

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Learning Outcomes	Assessment Criteria	Teaching Content
		effectiveness of the teaching methods chosen and used. Learners need to consider how feedback is obtained from their learners and be able to state how and when this happens within the learner journey. The obtaining of feedback from their learners could take the form of formal and structured methods such as inbuilt learner surveys or learner forums as part of the organisation's internal quality procedures or it could be informal and directed by the teacher within the lesson planning process. The feedback could be qualitative or quantitative.
3 Understand expectations of the minimum core in relation to planning inclusive learning and teaching	3.1 Explain how minimum core elements can be demonstrated in planning inclusive learning and teaching 3.2 Apply elements of the minimum core in planning inclusive learning and teaching	Learners must initially understand the requirements of the minimum core. They must then identify which areas of the minimum core can be embedded within the teaching of their subject how they might do this. This could be recorded within their lesson plans.
4 Be able to evaluate own practice in planning inclusive learning and teaching	4.1 Reflect on own practice in planning to meet the needs of learners 4.2 Identify ways to improve own practice in planning to meet the needs of learners	Learners need to reflect on their practice in how they plan their teaching and learning to meet their learners' needs. Learners should be encouraged to include others in reviewing their practice. Introducing learners to a range of reflective practices to support them would be beneficial. The setting of realistic improvements where impact can be

Learning Outcomes	Assessment Criteria	Teaching Content
		demonstrated should be encouraged.

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 unit requires the candidate to undertake practice. This can be with individual learners, group of learners or a combination of both.

The practice of candidates must be observed and assessed in a teaching and learning environment. Observations can be formative and summative. Simulation is not permitted for this unit.

In order to meet the assessment criteria a scheme of work and session plans must be produced as part of a candidate's evidence.

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 (A_503_4912) 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.

Centres are encouraged to demonstrate best practice within their own initial teacher training programmes and where possible encourage their learners to reflect and critique on how the learning outcomes have been met within their programme of study and then apply this to their own teaching practice.

This unit highlights the importance of the minimum core specifications and consideration must be given to this when delivering sessions. This unit is designed around the principle that candidates will build a portfolio of evidence relating to the unit assessment objectives.

Suggestions on the type of evidence that could be produced for this unit include:

- initial and diagnostic assessments
- individual learning plans
- learner programmes
- learner records
- learner feedback
- peer observations
- self reflections
- evaluations
- minutes of meetings
- personal statements
- professional discussions
- action/development plans

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- appraisals
- assignments
- projects
- presentations

This list is not exhaustive and may be expanded upon or tailored specifically to the candidate's appropriate teaching role if appropriate.

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

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 practic*e. 5th edition. London: Cassell

DfEE (1998) *The Learning Age: A renaissance for a New Britain*. London: HMSO

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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

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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. (19XX) *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* (2nd Edition) Learning Matters

Websites

http://www.excellencegateway.org.uk/ The Excellence Gateway

www.ifl.ac.uk The Institute for Learning

www.ocr.org.uk OCR web site

www.geoffpetty.com Geoff Petty's website

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

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