Unit Title:	**Using resources for lifelong learning**
OCR unit number:	24
Level:	Level 3
Credit value:	3
Guided learning hours:	15
Unit reference number:	Y/503/4917

Unit purpose and aim

The purpose of the unit is to enable the learner to use resources in the delivery of inclusive learning and teaching and to be able to evaluate that use. It covers expectations in relation to the minimum core in relation to using resources for inclusive learning and teaching.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1 Be able to use resources in the delivery of inclusive learning and teaching	**The Learner can:** 1.1 Use resources to promote equality, value diversity and contribute to the learning process 1.2 Identify the benefits and limitations of resources in the delivery of inclusive learning and teaching 1.3 Use resources to enable inclusive learning and teaching 1.4 Adapt resources to meet the needs of learners and delivery models	Learners should have an initial understanding of the theories, principles and models of inclusive curriculum design. They ideally should understand how the theories, principles and models of inclusive curriculum design are used to inform resource development. Learners need to apply this understanding in the use of their resources within their teaching and should evaluate their effectiveness, highlighting relevant benefits and limitations. Learners, in understanding how their own resources support inclusiveness, should make appropriate adjustments to meet the needs of their learners. Learners should be

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Learning Outcomes	Assessment Criteria	Teaching Content
		encouraged in the reviewing of their resources to understand the way in which resources affect practice and understand how different types of resources are used to support the meeting of individual learning needs. Learners, where possible, should be encouraged to demonstrate the meeting of the assessment criteria across a range of learners, learning contexts and environments, subject matter, level and qualifications etc in order to maximise their development potential. Learners should be given opportunity, where possible, to share resources with others to enhance their exposure to ideas and enable them to consider the strengths/weaknesses and appropriateness of resources when considering them for their own subject specialism and learners. Learners are advised that resources include the use of new and emerging technologies and also learning aids provided as part of independent or extended study beyond the classroom learning environment.
2 Understand expectations of the minimum core in relation to using resources for lifelong learning	2.1 Explain how minimum core elements can be demonstrated when using resources for lifelong learning 2.2 Apply minimum core elements when using resources for lifelong	Learners should initially understand the requirements of the minimum core. They should identify which elements of the

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Learning Outcomes	Assessment Criteria	Teaching Content
	learning	minimum core could be embedded within the teaching of their subject and then consider ways in which they could utilise resources to enable this to happen. The resources may be used as a tool to support the teaching and learning of minimum core elements or as a tool to assess their learners achievement in meeting elements of the minimum core. This could be recorded within their lesson plans or explained in conjunction with the resources; either orally, maybe as a presentation to their peers, or as part of a professional discussion with their tutor, or it could be written annotated notes which accompany the resources.
3 Be able to evaluate own use of resources in the delivery of inclusive learning and teaching	3.1 Reflect on own practice in using resources to meet the needs of all learners 3.2 Identify ways to improve own practice in using resources to meet the needs of all learners	Learners need to reflect on their practice in how they use resources in 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 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.

Guidance on assessment and evidence requirements

The following teaching methods and learning strategies are appropriate to the delivery and development of the learning outcomes and meeting of the assessment criteria for this unit. A variety of these should be used to provide a model of good practice to the student-teacher and evaluating their effectiveness should be encouraged to aid the student-teacher in the process of considering the relevance of resources in meeting learner needs and their inclusiveness. This list is not exhaustive:

- Small group discussion including peer-to-peer
- Research into relevant, up to date laws and monitoring bodies which are relevant to the development and production of learning resources
- Case Studies
- Resource based learning
- Question and answer
- Presentation
- Discussion
- Attendance at conferences
- Presentation of papers to conferences
- Attendance at meetings
- Membership of relevant professional bodies
- Debate
- Professional discussion
- E-Learning

Evidence of practice can include:

- A report analysing the purpose of resources into achieving effective practice.
- A report reviewing a range of resources used in meeting individual learning needs and assessing how effective they are.
- A report identifying a selection of specific learning contexts and evaluating range of resources which are used in these contexts.
- Minutes of meetings related to the development of resources for teaching, where the student teacher can be clearly identified as taking a full part in the discussions.
- Presentation to peers of resources demonstrating how assessment criteria is met
- Professional discussion with tutor of resources demonstrating how assessment criteria is met
- Scheme of Work and Lesson Plan
- Observation of use of resource within teaching

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 (D_503_4918) to meet the assessment

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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.

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

Anderson, L., Briggs, A. and Burton, N. (2001) *Managing Finance, Resources and Stakeholders in Education (Centre for Educational Leadership & Management)* Sage Publications Ltd, **ISBN-10:** 0761972595, **ISBN-13:** 978-0761972594

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

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
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)*
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. (2007) *Teaching, Tutoring and Training in the Lifelong Learning Sector* (3nd Edition) Learning Matters. ISBN 9780844450909

Websites

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
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

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