Unit Title:	**Delivering lifelong learning**
OCR unit number:	16
Level:	Level 3
Credit value:	3
Guided learning hours:	15
Unit reference number:	M/503/4907

Unit purpose and aim

The purpose of the unit is to enable the learner to use inclusive learning and teaching approaches in accordance with internal processes and external requirements, to communicate with learners and to evaluate own delivery practice. It provides the learner with understanding of how technology can enhance learning and teaching and covers expectations in relation to the minimum core in delivering inclusive learning and teaching.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1 Be able to use inclusive learning and teaching approaches in accordance with internal processes and external requirements	**The Learner can:** 1.1 Create a purposeful, inclusive learning and teaching environment 1.2 Use learning and teaching activities to meet curriculum requirements 1.3 Provide opportunities for learners to practice their literacy, language, numeracy and ICT skills	Learners could demonstrate, through effective planning of schemes of work and lessons, how they have created opportunities for all to access learning, the learning environment and materials. Learners could be given the opportunity to share teaching and learning activities with their peers in order to extend their own tool kit and to also explore how activities differ depending on the learning domain, the learners, the subject area and level etc. Learners could map their teaching and learning activities to the learning outcomes of planned curriculum. Learners should build opportunities into their planning to include activities that involve literacy, language, numeracy and ICT skills; whether taught discretely or to compliment main programme delivery

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Learning Outcomes	Assessment Criteria	Teaching Content
2 Be able to communicate with learners and other learning professionals to enhance learning	2.1 Use communication methods and media to meet the needs of all learners 2.2 Communicate with other learning professionals to meet learner needs and enhance progression	Using effective and appropriate methods of communication to support teaching and learning such as use of verbal feedback, use of worksheets/workbooks, presentations and use of whiteboards. Learners should consider what other learning professionals they liaise with, the information they share and how they share it. Learners should use effective feedback material and methods to communicate with other learning professionals.
3 Understand how technology can enhance learning and teaching	3.1 Explain ways to use technology to enhance learning and teaching 3.2 Review the benefits and limitations of using technology in learning and teaching	Explaining the variety of approaches available to the teaching professional in using technology to enhance learning; such as the use of interactive whiteboards, virtual learning environments (VLE), podcasting/SKYPE and the use of e-portfolios. Learners could review the benefits and limitations of technology by either evaluating the material themselves by trialling it with learners to measure its effectiveness and reviewing their feedback or by utilising technology with their peers in class or they could review case studies and research.
4 Understand the use of minimum core in relation to delivering lifelong learning	4.1 Describe ways minimum core elements can be demonstrated in delivering lifelong learning 4.2 Apply minimum core elements in delivering lifelong learning	Describing how they will develop the literacy, language and numeracy skills of their learners, through the specialist subjects that they teach Apply literacy, language and numeracy skills through embedding into the planning process of the specialist subjects they teach
5 Be able to evaluate own practice in delivering	5.1 Reflect on the effectiveness of own use of inclusive	Using the appropriate feedback to reflect on own

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Learning Outcomes	Assessment Criteria	Teaching Content
inclusive learning and teaching	learning and teaching approaches 5.2 Identify ways to improve own practice in using learning and teaching approaches 5.3 Identify ways in which own communication skills could be improved	use of inclusive learning and teaching approaches; such as Internal and External moderation feedback documents Identifying strengths and areas for improvement in using learning and teaching approaches to meet the needs of all learners; using feedback from learners and any feedback from Internal and External moderation Review lesson observation feedback to review ways in which own communication skills could be improved

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 candidates to undertake practice. This can be with individual learners, groups 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

Suggested evidence that could be produced for assessment for this unit:

- Schemes of Works and Lesson Plans
- Teaching Resources
- Development/Action Plan
- Observation by tutor of learner teaching
- Presentation or group work with peers sharing resources
- Assignment
- Project
- Professional Discussion

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 (T_503_4908) 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.

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

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
Capel S (2009) *Learning to Teach in the Secondary School: A Companion to School Experience,* Routledge
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
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*

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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
Jarvis, P, (2008) *The Routledge International Handbook of Lifelong Learning,* Routledge
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
Scales, P C, (2008) *Teaching in the Lifelong Learning Sector* Open University Press
Tennant, M. (1997) *Psychology and Adult Learning*. London: Routledge
Times Educational Supplement
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*

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