**Submission Front Sheet**

**Assignment Code: DET13AB46TF**

**Programme:** Pearson BTEC Level 5 Diploma in Education and Training

**Unit Number & Title:** **Unit: 13 Developing, Using and Organising Resources in a Specialist Area.**

**Unit Reference number:** H/505/1090 **QCF Level:** 5  **Credit Value: 15**

**Module Tutor:**

**Email:**

**Date of Issue: 06-05-2020**

**Learner Name:** ………………………………. **Registration Number:**

**Date:**

**Learner’s Statement of Authenticity**

**Student’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Student’s ID Number:** \_\_\_\_\_\_\_\_\_\_

I certify that the work submitted for this assignment is my own. Where the work of others has been used to support my work then credit has been acknowledged. I have identified and acknowledged all sources used in this assignment and have referenced according to the Harvard referencing system. I have read and understood the Plagiarism and Collusion section provided with the assignment brief and understood the consequences of plagiarising.

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_\_\_**

Is this a First Submission or Second Submission?

Words

Word Count (**Approx. 5500)**

%

Turnitin Score

**Complete and copy this page and add it as the front sheet to your online submission**

**Distribution Date:**

**Key Dates**

**Final Submission Date:**

**Referral Submission box opens:**

**Referral Submission box closes:**

**Specification of Assessment**

**All the discussion must be supported by examples from your own specialised teaching practice**

**TASK**

As part of your career induction as a newly qualified specialist teacher, you have been asked by your head of department to submit a report on your use of teaching and learning resources during your teaching practice whilst in teacher training.

Further to this, your head of department has given you the following headings listed below to include or guide you in writing the report.

1. Define and explain the **purpose** of resources in teaching and learning (AC1.1)
2. Evaluate the effectiveness of **specific resources** in meeting **individual learning needs** in teaching and learning contexts (AC1.2), (AC2.6)
3. Analyse **principles** of resource design (AC2.1)
4. Evaluate sources that **inform** resource development, including **emerging technology**. (attach two resources that you have developed and used in your teaching using technology) **Show in Appendix** (AC2.2), (AC2.5)
5. Analyse how **theories, principle and models** of inclusive curriculum design can be used to inform resource development (AC2.3)
6. Analyse ways in which resources can be adapted to enable **inclusive approach** (AC2.4)
7. Review ways in which resources can be **classified and stored** and ways of **sharing resources** with other learning professionals. (AC 3.1 and 3.2)
8. Review and explain **legal requirements** and responsibilities relating to the development and use of resources and analyse the **implications** of **intellectual property rights** in resource development (AC 4.1), (AC 4.2)
9. Evaluate your **effectiveness** in the design and use of resources and reflecting on your practice, identify your **areas of strengths** in developing and using resources and areas you **need to improve** on.
10. Develop a five point action plan for own improvement in the design and use of resource to enhance learning (ACs 5.1, 5.2 & 5.3).

**Note: Your report (excluding declaration sheet, table of content, and list of reference) should be comprehensive and no less than 5000 Words for Report.**

**Layout and referencing:**

* Present your work in one business report style which should include a table of **contents**, reference list, foot or end notes and appendices if any
* **Include the reference code of this assignment on your assignment submission front page.**
* **Each page must be numbered at the bottom right hand side.**
* **Ensure the following information is in the footer on every page:**
  + **Your name and ID Number**
  + **The production date of your submission**
  + **The code number of your assignment brief**
  + **The page number**
  + **Name of the Module**
* Spell-check the document and make sure there are no grammatical errors.
* Complete all the tasks.
* Produce clear, specific reasoning and arguments in support of your answers.
* Submit your work in a single work processed document of not more than 5000 words for all Learning Outcomes. This word limit is only for guidelines, and is not applied to bibliographies.
* You must include a bibliography at the end to show where your information was sourced.
* Your sources must be identified using the **Harvard referencing system**. The words used in your bibliography will not be included in your word count.
* Your sources must be identified using the **Harvard referencing system**. The words used in your bibliography will not be included in your word count.
* The learner must demonstrate the usage of a range of sources of information throughout the assignment by using of appropriate referencing (All tasks).
* Autonomy and independence must be demonstrated throughout the completion of all tasks. This will be evidenced by the level of formative feedback provided by the tutor.
* Exceptional circumstances (e.g. Learning difficulties such as dyslexia) will be taken into consideration.

**Extension and Late Submission**

*If an extension is necessary for a valid reason, requests can me made using a course work extension* request form available from the college. Please note that the lecturers do not have the authority to extend the coursework deadlines and therefore do not ask them to award a coursework extension.

The completed form must be accompanied by evidence such as a medical certificate in the event of you being sick.

**Plagiarism and Collusion**

Any act of plagiarism and collusion will be seriously dealt with according to the regulations. In this context the definition and scope of plagiarism are presented below:

‘Plagiarism occurs when a student misrepresents, as his/her own work, the work, written or otherwise, of any other person (including another student) or of any institution. Examples of forms of plagiarism include[[1]](#footnote-1):

* The verbatim (word for word) copying of another’s work without appropriate and correctly presented acknowledgement;
* The close paraphrasing of another’s work by simply changing a few words or altering the order of presentation, without appropriate and correctly presented acknowledgement;
* Unacknowledged quotation of phrases from another’s work;
* The deliberate and detailed presentation of another’s concept as one’s own.’

All types of work submitted by students are covered by this definition, including written work, diagrams, designs, engineering drawings and pictures.

‘Collusion occurs when, unless with official approval (e.g. In the case of group projects), two or more students consciously collaborate in the preparation and production of work which is ultimately submitted by each in an identical, or substantially similar, form and/or is represented by each to be the product of his or her individual efforts. Collusion also occurs where there is unauthorised co-operation between a student and another person in the preparation and production of work which is presented as the student’s own. (Carroll, J and Appleton, J. (2001) Plagiarism – A Good Practice Guide. Oxford Brookes University/JISC, Oxford)

**All work for assessment must be submitted with a Turnitin Report on plagiarism. The Maximum Turnitin score admissible is 15% (after deduction of 1% & 2% records). Assignments with more than this adjusted 15% score will be automatically referred for reworking and resubmission.**

**Learning outcome 1: Understand the purpose and use of resources in own specialist area**

| **Assessment criteria** | | **Unit amplification** | |
| --- | --- | --- | --- |
| 1.1 | Explain the purpose of resources in learning and teaching | | Teaching resources*,* e.g. supporting teaching, visual prompts or stimulation, variation and diversification of approaches, providing opportunities to develop ICT skills, more memorable, an alternative to the ‘real thing’, opportunities to actively engage learners.  Learning resources*,* e.g. engage different learning styles, provide hands-on opportunities for use of specialist tools or equipment, reinforcing learning, supporting and motivating individual learning, fostering independent learning through extended learning. |
| 1.2 | Evaluate the effectiveness of specific resources from own specialist area in meeting individual learning needs | | Effectiveness of specific resources, e.g. specific to knowledge content, addressing and developing required skills, matched to abilities of learners, appropriate level of challenge, linked to desired learning outcomes, actively involving learners, supporting individual learning and study, aid to demonstration, the value of ‘real thing’, simulation when ‘real thing’ is unavailable, extending learning, use of new technologies. |

**Learning outcome 2: Be able to develop and use inclusive resources in own specialist area**

| **Assessment criteria** | | **Unit amplification** |
| --- | --- | --- |
| 2.1 | Analyse principles of resource design | Principles of resource design*,* e.g. meeting learning needs, VAK, positive contribution to consolidating learning, fit-for-purpose, links to preferred learning styles, addressing learning domains (Bloom), sufficient quality and quantity, current content, simple measure of gobbledygook, i.e. SMOG test readability, employing Swedish Execution Time Analysis tool, i.e. SWEET analysis, cost effective, health and safety or risk assessment requirements, user friendly. |
| 2.2 | Evaluate sources that inform resource development in own specialist area | Sources to inform development*,* e.g. exploring existing good practice with peers and colleagues, library or study centre provision, internet resources to inform specific subject or area, networking with subject specialists, individual learners.  Formal sources, e.g.advice and guidance from awarding organisation, subject journals, online reviews, vocational sector skills bodies, industry, professional bodies, commercial providers. |
| 2.3 | Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in own specialist area | Theories, principles and models,e.g. Neuro Linguistic Programming i.e. NLP to engage different aspects of learning (Bandler & Grinder), addressing learning domains (Bloom, Romiszowski), reinforcing experiential learning cycle (Kolb), building knowledge and skills (Dale), addressing different levels of need (Maslow), development of flexible/blended resources for extended learning opportunities, virtual learning environment, i.e. VLE. |
| 2.4 | Analyse ways in which resources can be adapted to enable an inclusive approach in own specialist area | * Adapting resources, e.g. paper-based, e.g. adapt language to purpose, SMOG test for readability level, change of paper colour, alter font type and size, use of images and white space, providing alternatives at different levels; others, e.g. allowing learners to adapt own resources, appropriate use of PowerPoint, change environment and workplace resources, modify tools or equipment; technology e.g. software, hardware, online web based, VLE. |
| 2.5 | Design resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area | * Specialist resources, e.g. handouts, case studies, notes, textbooks, artefacts, models, equipment, exemplar materials, adaptation commercial packages for specific use, tools or equipment for specific purpose, user guides to involve use of computers or equipment. * New and emerging technologies, e.g. videos or DVD, resource packs of internet materials, virtual learning environment (VLE) materials, active board materials,  e-learning study centre resources. |
| 2.6 | Employ resources to engage and meet the individual needs of learners in own specialist area | * Meeting needs, e.g. allowing for greater diversification, clear and legible, more interesting learning, effective use of time, varying approaches, differentiation, supporting and extending learning, providing opportunities for functional skills, opportunity to actively engage learners, appropriate level of challenge, encouraging learning, opportunities for individualised and flexible learning. |

**Learning outcome 3 : Understand how to organise and enable access to resources**

| **Assessment criteria** | | **Unit amplification** |
| --- | --- | --- |
| 3.1 | Explain ways in which resources can be classified and stored | Classification,e.g. clear and logical classification system for retrieval, systematic filing and management of resources, maintaining current and archive documents, produce and maintain appropriate catalogues.  Storage,e.g. suitable storage system for materials, secure environment for tools and equipment, suitable protection and storage of tapes and discs including computer floppy discs or USB devices, limited access for security, booking or issuing system to minimise losses. |
| 3.2 | Review ways of sharing resources with other learning professionals | Sharing resources,e.g. identifying common resources, creation and use of central resource bank, making catalogues of resources available to users, intranet for common-user storage, access to VLE (e.g. Moodle), networking with interested parties, system for trading resources, inter-organisation loans, dissemination of good practice, offering training opportunities. |

**Learning outcome 4**

**Understand legal requirements and responsibilities relating to the Development and use of resources**

| **Assessment criteria** | | **Unit amplification** |
| --- | --- | --- |
| 4.1 | Review legal requirements and responsibilities relating to the development and use of resources **arning outcomes** | Legal requirements and responsibilities, e.g. copyright legislation, plagiarism, data protection, photocopying restrictions, personal liability issues, storage of materials in line with licensing agreements, sponsorship restrictions, awareness of specific regulations relation to internet materials and access, health and safety requirements, risk assessment, training for use of equipment. |
| 4.2 | Analyse the implications of intellectual property rights and copyright for the development and use of resources | Understand legal requirements and responsibilities relating to the development and use of resources |

**Learning outcome 5 : Be able to evaluate own practice in relation to development and use of resources in own specialist area**

| **Assessment criteria** | | **Unit amplification** |
| --- | --- | --- |
| 5.1 | Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area | Effectiveness of resources, e.g. SWEET analysis, fit for purpose, appropriate to subject and learners, suitable level, good visual impact, legibility of printed materials, recognising limitations, adaptable to need, actively engaging learners, providing for flexible and extended learning opportunities, use of new and emerging technologies, encouraging independent learning, cost effective, appropriate use of time and materials. |
| 5.2 | Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area | Strengths,e.g.confidence in using range and variety of resources, awareness of impact, opportunities for differentiation of resource design, practical skills needed to adapt design and use resources to address a range of learners’ needs, embedding opportunities for use of ICT.  Areas for improvement*,* e.g. skills audit, subject up-dating, alternative approaches, exploring and developing new technologies, developing blended learning to allow for flexible or distance learning, identifying range of specific learning needs to address diversity. |
| 5.3 | Plan opportunities to improve own skills in development and use of resources in own specialist area | Opportunities to improve own skills, e.g. action planning as result of observations and evaluation of practice, review resources available, development of intranet and virtual learning environment, i.e. VLE materials, internet research, awarding organisation events, updating in industrial or vocational area, participate in good practice groups, work shadowing, observation of more experienced colleague in same area, observing practice in developing resources in different contexts, working alongside a specialist, negotiating with learners, retraining. |

Avis J, Fisher R and Thompson R (eds) – *Teaching in Lifelong Learning: A Guide to Theory and Practice* (Open University Press, 2009) ISBN 9780335234684

**Support Material**

Cohen L, Manion L, Morrison K and Wyse D – *A Guide to Teaching Practice, 5th edition* (Routledge, 2010) ISBN 9780415485586

Corder N – *Learning to Teach Adults: an Introduction* (Routledge Falmer, 2007) ISBN 9780415423632

Crawley J – *In at the Deep End: A Survival Guide for Teachers in PCE* (Routledge, 2010) ISBN 9780415499897

Duckworth V, Wood, J, Dickinson J & Bostock J – *Successful Teaching Practice in the Lifelong Learning Sector* (Learning Matters, 2010) ISBN 978-1844453504

Gould J – *Learning Theory and Classroom Practice in the LLLS* (Learning Matters, 2012) ISBN 9780857258175

Grifith A – *Outstanding Teaching: Engaging Learners* (Crown House Publishing, 2012) ISBN 9781845907976

Hattie J – *Visible Learning for Teachers: Maximising Impact on Learners* (Routledge, 2011) ISBN 9780415690157

Keeley-Browne L – *Training to Teach in the Learning and Skills Sector* (Pearson, 2007) ISBN 9781405812382

Kidd W Czerniawski G – *Successful Teaching 14-19* (Sage Publications, 2011) ISBN 9781848607125

Lemov D – *Teach like a Champion* (John Wiley & Sons, 2011) ISBN 9781118296820

Olson Mathew H Hergenhahn B R – An Introduction to the theories of Learning (Pearson Education Limited, 2012) ISBN 9780205871865

Petty G – *Teaching Today: A Practical Guide* (Nelson Thornes, 2004) ISBN 9780748785254

Powell S and Tummons J – *Inclusive Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition* (Learning Matters, 2011) ISBN 9780857251022

Race P – *Making Learning Happen* (2nd edn) (Sage, 2010) ISBN 9781446243848 Reece I and Walker S – *Teaching, Training and Learning: A Practical Guide*

(Business Education, 2007) ISBN 9781901888560 Rogers J – *Adults Learning* (Open University Press, 2001) ISBN 9780335206773

Wallace S – *Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition* (Learning Matters, 2011) ISBN 9780857250629

Tight M Key *Concepts in Adult Education and Training* (Routledge, 2012) ISBN 9781134476107

Wallace S – *Teaching, Tutoring and Training in the Lifelong Learning Sector (Achieving QTLS), 4th Edition* (Learning Matters, 2011) ISBN 9780857250629

**Communication**

Evans D W – *People Communication and Organisations* (Pitman’ 1990) ISBN 9780273032694

Ludlow R, Paton F – *The Essence of Effective Communications* (Prentice Hall, 1992) ISBN9780132848787

Nunan D – *Introducing Discourse Analysis* (Penguin, 1993) ISBN 9780140813654

Schoeman M – *Confidence, Communication and You* (lulu.com, 2011)

ISBN 9781447779735

Stubbs, M – *Language, Schools and Classrooms* (Routledge, 2012) ISBN 9781136469923

Thornbury S – *About Language* (Cambridge University Press 1997) ISBN 9783125332034

**Reflective practice**

Brookfield S D – *Becoming a Critically Reflective Teacher* (Jossey-Bass Higher and Adult Education, 1995) ISBN 9780787901318

Gibbs et al – *53 Interesting Ways to Appraise Your Teaching* (Technical & Educational Services Ltd, 1989) ISBN 9780947885274

Hillier Y – *Reflective Teaching in Further and Adult Education* (Continuum, 2005) ISBN 0826479650

Moon J. – *Reflection in Learning and Professional Development* (Routledge, 2013) ISBN 9781136763632

Roffey-Barentsen J and Malthouse R – *Reflective Practice in the Lifelong Learning Sector (Achieving QTLS), 1st Edition* (Learning Matters, 2009) ISBN 9781844451845

Wallace S – *The Lifelong Learning Sector Reflective Reader* (Learning Matters, 2010) ISBN 9781844452965

**Journals and/or magazines**

Journal of Curriculum Studies Taylor and Francis London

Times Educational Supplement – FE Focus

Times Higher Education – weekly newspaper

Professional/vocational specific journals

**Websites**

www.bis.gov.uk – Department for Business Innovation and Skills

www.crll.org.uk – Centre for Research in Lifelong Learning

www.Dylanwiliam.net – Dylan Wiliam, professional development materials

www.excellencegateway.org.uk – Learning and Skills Improvement Service (LSIS)

www.geoffpetty.com – Geoff Petty, online teaching resources

www.ifl.ac.uk – Institute for Learning

www.infed.org – informal education

www.learningandteaching.info/ – approaches to learning and teaching

www.niace.org.uk – The National Institute of Adult Continuing Education

www.ofsted.gov.uk – Office for Standards in Education

www.skillsfundingagency.bis.gov.uk – Skills Funding Agency (SFA)

www.Teacherstoolkit.com – sources for teaching resources

www.vital.ac.uk – Open University and Department for Education professional development programme and resources

**Plagiarism and Collusion**

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**Assignment Resubmission Policy**

A Resubmission is any work handed in for final assessment a second time.

The Final Deadline is the date on which the whole assignment must be completed and submitted (usually in week 12 at the end of the semester).

**Work submitted to be resubmitted**

1. Referred after the Final Deadline Four weeks after the final deadline
2. Missed Final Deadline End of next semester
3. Missed formative assessment(s) and

Referred after the Final Deadline End of next semester

1. Referred SMALL after re submission £25 reassessment fee

5 Referred LARGE after re submission Repeat semester and attend

Classes

**Part 3 Assessment Record and Feedback**

**ASSESSMENT DECISION**

Programme: BTEC L5 Diploma in Education and Training

Unit Title and Number: Developing, Using and Organising Resources in a Specialist Area (Unit 13)

Module Tutor:

Learner’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment Decision: ----------------------------------------------

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment Criteria** | | **Met** | **Evidence** | **Feedback** |
| AC1.1 | Explain the purpose of resources in learning and teaching |  |  |  |
| AC1.2 | Evaluate the effectiveness of specific resources from own specialist area in meeting individual learning needs |  |  |  |
| AC2.1. | Analyse principles of resource design |  |  |  |
| AC2.2 | Evaluate sources that inform resource development in own specialist area |  |  |  |
| AC2.3 | Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in own specialist area |  |  |  |
| AC2.4 | Analyse ways in which resources can be adapted to enable an inclusive approach in own specialist area |  |  |  |
| AC2.5 | Design resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area |  |  |  |
| AC2.6 | Employ resources to engage and meet the individual needs of learners in own specialist area |  |  |  |
| AC3.1 | Explain ways in which resources can be classified and stored |  |  |  |
| AC3.2 | Review ways of sharing resources with other learning professionals |  |  |  |
| AC4.1 | Review legal requirements and responsibilities relating to the development and use of resources |  |  |  |
| AC4.2 | Analyse the implications of intellectual property rights and copyright for the development and use of resources |  |  |  |
| AC5.1 | Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area |  |  |  |
| AC5.2 | Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area |  |  |  |
| AC5.3 | Plan opportunities to improve own skills in development and use of resources in own specialist area |  |  |  |

**Assessor’s General Comments:**

Resubmission Status: unnecessary SMALL LARGE

Please resubmit Sections indicated above to meet Assessment Criteria:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |

Referral dropbox open

Assessor’s Signature: Date:

Print Name: Tabassum Ferdous

**Learner’s Comments:**

Signature: Date:

Print Name:

1. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)