Unit Title:	**Teaching in a Specialist Area**
Unit Level:	**Four**
Unit Credit Value:	**15**
GLH:	**50**
AIM Awards Unit Code:	**GB1/4/EA/040**
Unique Reference Number:	**J/505/1096**

This unit has 6 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand the aims and philosophy of education and training in own specialist area	1.1. Explain key aims of education and training in own specialist area 1.2. Analyse philosophical issues relating to education and training in own specialist area
2. Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area	2.1. Describe the aims and structure of key qualifications in own specialist area 2.2. Describe the aims and structure of learning programmes in own specialist area 2.3. Explain how own approach to planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met
3. Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area	3.1. Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area 3.2. Explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies

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LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
4. Understand how to use resources for inclusive teaching and learning in a specialist area	4.1. Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area 4.2. Analyse the inclusiveness of own use of teaching and learning resources in a specialist area
5. Be able to work with others within a specialist area to develop own practice	5.1. Liaise with others within a specialist area to develop own practice 5.2. Review the impact of liaison with other teachers and trainers within own specialist area on own practice
6. Be able to evaluate, improve and update own knowledge and skills in a specialist area	6.1. Review the effectiveness of own knowledge and skills in a specialist area 6.2. Identify own strengths and areas for improvement in relation to practice in a specialist area 6.3. Identify opportunities to improve and update own knowledge and skills in a specialist area

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ASSESSMENT INFORMATION

Specific Requirements for Assessment and delivery of this unit.

ASSESSMENT AND DELIVERY INFORMATION

Centre devised assessment tasks should be approved by the internal or external verifier for the course before delivery takes place in order to ensure the assessment is fit for purpose and meets the standards required.

Unit Summary

The unit aims to develop learners' knowledge and skills in relation to teaching in a specialist area. The specialist area may be a vocational or subject area. It includes consideration of the aims and philosophy of education and training in a specialist area and the aims and structure of key qualifications and learning programmes qualifications available to learners. It also includes curriculum issues, inclusive teaching and learning, and evaluating and improving own practice in a specialist area.

Assessment Requirements/Recommendations

- The units of assessment were written by LSIS, based on LSIS overarching professional standards for teachers, tutors and trainers in education and training
- Each assessment criterion needs to be evidenced once only at the appropriate level, although it is envisaged that some will be evidenced many times over the course

Indicative Content

- Practitioner's obligations relating to: planning, regulating delivery and quality assurance structure of a range of courses and qualifications available to learners in own specialist area.
- Curriculum requirements and interpretation e.g. awarding/professional body requirements, specifications, outcomes, schemes of work, lesson plans.
- Key features of relevant legislation and national codes of professional practice relating to subject specialist area.
- Inclusive learning and ways to promote inclusiveness in specialist area.
- Analysis of the notions of specialism and subject specialist pedagogy.
- Characteristics of the specialist subject area e.g. the nature of its knowledge, methodology and application.

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- Key pedagogical principles relating to the specialist area and their implications for teaching, learning and assessment.
- Embedding LLN in teaching and learning in the specialist area.
- The support and enhancement of learning in the specialist area by means of ICT.
- New developments in the specialist area.
- Working with other specialists e.g. peers, managers, colleagues, mentors, on line communities etc.
- Knowledge of key curriculum issues within specialist area.
- Investigation of resources for specialist teaching and learning, including: learning materials and equipment; books, journals and online resources.
- Providing effective feedback for learner progress in subject specialism.
- Awareness of opportunities to develop and improve own practice: e.g. CPD, staff development opportunities.

Recommended Reading

Craft A, Jeffrey B and Leibling M. (Eds.) (2001) *Creativity in Education.* London. Continuum
Eastwood L, Coates J, Dixon L, Harvey J, Ormondroyd C & Williamson S (2009) *A Toolkit for Creative Teaching in Post-Compulsory Education.* Maidenhead. Open University Press
Fisher R and Webb K (2006) Subject specialist pedagogy and initial teacher training for the Learning and Skills sector in England. *Journal of Further and Higher Education* Vol. 30 No. 4 pp. 337-349
Hattie J (2009) *Visible Learning*. Abingdon. Routledge
Hillier Y (2005) *Reflective Teaching in Further and Adult Education.* 2nd ed. London. Continuum International Publishing Group
Petty G (2009) *Evidence Based Teaching: A Practical Approach*. 2nd ed. Cheltenham. Nelson Thornes
Sutherland R, Robertson S and John P (2008) *Improving Classroom Learning with ICT.* Abingdon. Routledge
Associate Online http://oursubject.hud.ac.uk
The Institute for Learning http://www.ifl.ac.uk
The Higher Education Academy http://www.heacademy.ac.uk

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Delivery Requirements/Recommendations

- Appropriate physical resources will be required to deliver and assess this unit.
- See full specification for the requirements for those delivering units and/or observing and assessing practice.

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Owner:	**LSIS**
Unit Grading Structure	**PASS**
Sector Subject Areas (SSA)	**13.1 Teaching and lecturing**
Unit Review Date (dd/mm/yyyy)	**31/05/2017**
Availability for Use	**Shared**
Restricted organisations	**N/A**
Assessment Guidance	**N/A**
Equivalences	**N/A**