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Unit Title:	**Provide literacy and numeracy support**
OCR Unit No:	17
Sector Unit No:	TDA 3.15
Level:	3
Credit value:	3
Guided learning hours:	16
Unit accreditation number:	L/601/7722

Unit purpose and aim

This unit provides the knowledge, understanding and skills to provide literacy and numeracy support across the curriculum or within a subject or vocational area. This involves helping pupils to cope with the literacy and numeracy demands of learning activities designed to develop subject or vocational knowledge and skills, as well as using subject or vocational learning to develop and/or reinforce literacy and numeracy skills.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	**Exemplification**

1. Be able to identify pupils' needs for literacy and numeracy support	1.1 Explain the importance of literacy and numeracy skills for accessing the wider curriculum
	
	1.2 Obtain and interpret information about pupils':
	
	  a) literacy and numeracy skills
	
	  b) learning targets
	
	  c) literacy and numeracy support needs
	
	1.3 Obtain and interpret information about:
	
	  a) the teaching and learning objectives of
		Centres must ensure that all assessment criteria are met.

	learning activities b) the literacy and numeracy demands of learning activities	
2. Be able to provide literacy support to help pupils to access the wider curriculum	2.1 Use knowledge of the individual needs of pupils to provide **literacy support** 2.2 Identify and use opportunities provided by the learning activities to support development of pupils' **literacy** skills 2.3 Deal with the challenges of the literacy demands of learning activities in ways that maintain pupils' confidence and self-esteem	**Literacy support** is the support given to pupils to help them meet the literacy demands of the wider curriculum, eg: • helping pupils to interpret and follow oral and written instructions • prompting shy or reticent pupils to contribute to conversations and discussions and to respond to questions • helping pupils to select and use appropriate resources, eg. personal dictionaries • adapting or differentiating learning materials • explaining words and phrases used by the teacher • use of targeted prompts and feedback to support pupils' use of relevant subject-specific language and vocabulary • acting as a scribe while the teacher is talking with the class • preparing pupils for lessons by, for example, reading the relevant chapter of a book in advance with them • encouraging pupils to engage in talk, discussion and oral rehearsal before

		completing reading and writing tasks
		• specific reading or writing support, eg. amanuensis, reader
		Literacy: unites the important skills of reading, writing, speaking/talking and listening
3. Be able to provide numeracy support to help pupils to access the wider curriculum	3.1 Use knowledge of the individual needs of pupils to provide **numeracy support** 3.2 Identify and use opportunities provided by the learning activities to support development of pupils' **numeracy skills** 3.3 Deal with the challenges of the numeracy demands of learning activities in ways that maintain pupils' confidence and self-esteem	**Numeracy support** is the support given to pupils to help them meet the numeracy demands of the wider curriculum, eg: • clarifying the learning task and helping pupils understand the mathematical aspect or content of the task • helping pupils to draw on their previous mathematical learning and experiences to encourage their active involvement in the learning activity • explaining words and phrases used by the teacher • helping pupils to select and use appropriate mathematical resources, eg. individual number lines, measuring instruments, mathematical equipment • adapting or differentiating learning materials • using targeted prompts and feedback to support pupils' use of relevant mathematical

		knowledge and skills • explaining and reinforcing the relevant mathematical language, vocabulary and concepts **Numeracy skills** covers the skills needed to use and apply mathematics including: • counting and understanding number • knowing and using number facts • calculating • understanding shape • measuring • handling data

Assessment

This unit needs to be assessed in line with the Training and Development Agency (TDA) QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Assessment criteria 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3 must be assessed in the workplace.

Details of relationship between the unit and national occupational standards

STL33 Provide literacy and numeracy support to enable pupils to access the wider curriculum

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

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	✓

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 .