

<b>Unit Title:</b>	<b>Plan and deliver learning activities under the direction of a teacher</b>
OCR Unit No:	12
Sector Unit No:	TDA 3.10
Level:	3
Credit value:	4
Guided learning hours:	21
Unit accreditation number:	D/601/7711

## Unit purpose and aim

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This unit provides the knowledge, understanding and skills to plan and deliver learning activities to complement, reinforce or extend teaching and learning planned and delivered by the teacher. It requires competence in planning and delivering learning activities for individuals and small groups, under the direction of a teacher, as well as working in partnership with the teacher to deliver learning activities to whole classes.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Exemplification</b>
The learner will:	The learner can:	
1. Be able to plan learning activities under the direction of the teacher	<p>1.1 Explain the objectives, content and intended outcomes of learning activities as agreed with the teacher</p> <p>1.2 Explain how the learning activities relate to statutory and non-statutory frameworks for the school curriculum</p> <p>1.3 Plan and prepare learning activities, as directed by the teacher, for:</p> <ul style="list-style-type: none"><li>a) individual learners</li><li>b) small groups of learners</li></ul>	<p>Centres must ensure that all assessment criteria are met.</p> <p><b>Partnership working:</b></p> <ul style="list-style-type: none"><li>• working with the teacher to support teaching and learning, for example in whole-class plenary sessions</li></ul>

	<p>1.4 Use knowledge of the learners, the curriculum and own expertise to contribute to planning <b>partnership working</b> with the teacher as part of the overall lesson plan</p>	
<p>2. Be able to deliver learning activities</p>	<p>2.1 Demonstrate the use of teaching and learning methods to:</p> <ul style="list-style-type: none"> <li>a) meet the agreed learning objectives and intended outcomes</li> <li>b) maintain learners' motivation and interest</li> <li>c) support and challenge learners</li> <li>d) gather feedback on learners' progress and achievements</li> </ul> <p>2.2 Promote and support the inclusion of all learners involved in learning activities</p> <p>2.3 Organise and manage learning activities to ensure the safety of learners</p> <p>2.4 Work in partnership with the teacher to support learning activities for the whole class</p>	
<p>3. Be able to monitor and assess learning outcomes</p>	<p>3.1 Monitor learners' responses to activities</p> <p>3.2 Demonstrate ways of modifying activities to meet learners' needs</p> <p>3.3 Monitor learners' participation and</p>	

	<p>progress in learning activities</p> <p>3.4 Use monitoring outcomes to provide learners with focused support and feedback</p> <p>3.5 Use a range of assessment techniques to support the evaluation of learners' progress in relation to the intended learning outcomes</p>	
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## Assessment

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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

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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 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

## Details of relationship between the unit and national occupational standards

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STL23 Plan, deliver and evaluate teaching and learning activities under the direction of the teacher

Supports progression to the Professional standards for higher level teaching assistants (HLTAs)

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**NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).**

## Functional skills signposting

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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

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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](http://www.ocr.org.uk).