![OCR logo](Oxford Cambridge and RSA)

Unit Title:	**Support teaching and learning in a curriculum area**
OCR Unit No:	15
Sector Unit No:	TDA 3.13
Level:	3
Credit value:	3
Guided learning hours:	12
Unit accreditation number:	J/601/7718

Unit purpose and aim

This unit provides the knowledge, understanding and skills to support teaching and learning in a curriculum area. This includes developing and using subject knowledge and skills to support teaching and learning.

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

1. Be able to use subject knowledge to support teaching and learning in a curriculum area	1.1 Explain the aims of learning provision in a **curriculum area**
	
	1.2 Summarise the relevant school curriculum and age-related expectations of learners in the curriculum area
	
	1.3 Explain the relationship between the role of the teacher and own role in supporting teaching and learning in the curriculum area
	
	1.4 Use own subject knowledge to:
	
	  a) contribute to the planning, delivery and evaluation of learning activities or lessons
	
	  b) support learners
		Centres must ensure that all assessment criteria are met.
		
		Curriculum area covers all forms of organised learning experienced across the curriculum. For example, thematically structured work in the primary phase, single subjects, vocational subjects and cross-curricular work in the 14–19 phase.

		in developing knowledge, understanding and skills in the curriculum area	
	c)	help learners address errors or misconceptions in understanding the principles and concepts of the subject area	
2. Be able to develop own subject knowledge	2.1	Carry out a realistic self-evaluation of own subject knowledge and skills	**Opportunities to improve own subject knowledge** through eg:
	2.2	Use feedback from teachers and others to identify any subject knowledge and skills that would help improve the support provided for teaching and learning in the curriculum area	• research • observing lessons • school-based development opportunities • external development programmes
	2.3	Identify and use **opportunities to improve own subject knowledge and skills**	• journals and reports
	2.4	Demonstrate how new subject knowledge and skills have been incorporated into own practice	
3. Be able to contribute to developing teaching and learning in a curriculum area	3.1	Monitor advances in knowledge and practice relevant to the curriculum area to a sufficient level to keep abreast of developments	
	3.2	Use evidence of own and others' work to reflect on the effectiveness of support for teaching and learning in the curriculum area	

| | | 3.3 Make suggestions for improving support for teaching and learning in the curriculum area | |
| | | 3.4 Share subject knowledge and expertise with colleagues to improve teaching and learning in the curriculum area | |

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 1.4, 2.4, 3.3 and 3.4 must be assessed in the workplace.

National Occupational Standards (NOS) mapping/signposting

STL28 Support teaching and learning in a subject area

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 .