OCR
Oxford Cambridge and RSA

Unit Title:	**Provide displays in schools**
OCR unit number:	15
Sector unit number:	TDA 2.13
Level:	2
Credit value:	3
Guided learning hours:	15
Unit accreditation number:	K/601/6500

Unit purpose and aim

This unit provides the knowledge, understanding and skills required to provide displays in schools. It requires demonstration of competence in designing, setting up, maintaining and dismantling displays as well as involving pupils in the design and development of displays.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1. Understand the school policy and procedures for displays	1.1 Describe the school policy for **displays** 1.2 Describe the importance and purposes of displays in the school 1.3 Describe how displays are used in the learning process 1.4 Describe the requirements and procedures for carrying out a risk assessment for displays	Centres must ensure that all assessment criteria are met. **Displays**: the arrangement of material (graphic, text and/or objects) into an assembly specifically intended to attract users' attention and interest, or to provide information, or to educate - or a combination of these. Displays may be wall mounted or free-standing. The display must be designed with a specific purpose in mind.
2. Be able to design displays	2.1 Plan the design and content of the display to meet an agreed **purpose** 2.2 Involve pupils in planning the design and content of the display	**Purpose** what the display aims to achieve eg: • learning resource • celebrating achievement

	2.3	Encourage pupils to develop materials for the display	• celebrating diversity
	2.4	Select and create materials relevant to the purpose of the display	• promoting a sense of community and belonging
			• improving the environment
			• providing information
			• to prompt feedback
3. Be able to set up displays	3.1	Locate the display in an appropriate and accessible place for users	
	3.2	Display all relevant material	
	3.3	Use clear labelling and layout to acknowledge and celebrate pupils' work	
	3.4	Check that the display meets relevant health, safety, security and access requirements	
4. Be able to maintain displays	4.1	Identify the optimum time duration for the display by reference to its theme, purpose and materials used	
	4.2	Maintain the display in a tidy, clean and correctly laid out condition	
	4.3	Monitor the display for stability and safety and take appropriate action if required	
	4.4	Assess the display regularly for its continuing usefulness and attractiveness	
	4.5	Add to, amend and up-date the display as	

		required by its theme and use	
5. Be able to dismantle displays	5.1	Dismantle the display as soon as it is no longer required	
	5.2	Store or return materials and equipment used in the display in accordance with school policy and procedures	
	5.3	Dispose of waste materials safely and with due regard to recycling opportunities and sustainable development	

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.

Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2 and 5.3 must be assessed in the workplace.

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.

National Occupational Standards (NOS) mapping/signposting

- STL16 Provide displays (IL3/10)

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 .