Unit Title:	**Working with the 14-16 age range in the learning environment**
OCR unit number:	53
Level:	Level 4
Credit value:	9
Guided learning hours:	30
Unit reference number:	J/503/7215

Unit purpose and aim

This unit aims to equip the learner with an understanding of the current educational provisions and ongoing developments for the 14 – 16 age range.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1 Understand current educational provision and ongoing developments for14-16 year olds	**The Learner can:** 1.1 Review the current provision for 14-16 year olds in the compulsory and post compulsory sectors 1.2 Analyse the relationship between the compulsory and post compulsory sectors with regard to provision for 14-16 year olds 1.3 Evaluate the local implementation of partnerships between the compulsory and post compulsory sectors with regard to provision for 14-16 year olds	Review the qualifications and delivery types available to 14-16 year old learners Analyse the relationship between the compulsory and post compulsory sector in relation to provision of progression opportunities in post-16 education/training and entry requirements to colleges' academic, vocational and employer responsive provision and secondary 6th forms Evaluate local partnerships with regards to 14-16 education such as "New Diploma" consortium
2 Understand the learning and emotional needs of 14 to 16 year olds	2.1 Review learning models that are appropriate for 14-16 year olds 2.2 Analyse the stages of emotional development of 14-16 year olds	Evaluate the stages of pastoral care for 14-16 year olds Analyse the levels of support required for children including appropriate parental

Learning Outcomes	Assessment Criteria	Teaching Content
		contact Analyse role of tutor within tutorial/pastoral process
3 Understand the roles and responsibilities of the teacher working with 14-16 year olds	3.1 Review the legal framework and key legislation relating to working with 14-16 year olds 3.2 Analyse own role and responsibilities in relation to working with 14-16 year olds 3.3 Evaluate the impact on own practice of legislation relating to working with 14-16 year olds	Review the framework and key legislation involved in teaching children, including appropriate parental contact Analyse own role with regards to tutorial, pastoral and supervisory responsibilities Learners to evaluate the legal framework in which they operate and activities they are legally obliged to perform; including the impact of "Every Child Matters"
4 Be able to demonstrate the use of techniques and strategies to manage the learning of 14-16 year olds	4.1 Discuss ways of managing the learning of 14-16 year olds in the learning environment 4.2 Apply techniques and strategies to manage the learning of 14-16 year olds in the learning environment	Analyse key issues in managing the learning, in relation to prior attainment, target setting and tutorial reports Apply techniques to manage learning in relation to levels of learning, behaviour and learner support
5 Be able to plan, enable and assess learning for 14-16 year olds	5.1 Plan learning sessions for 14-16 year olds integrating communication, numeracy and ICT as appropriate 5.2 Apply a range of teaching and learning approaches that are appropriate for 14-16 year olds 5.3 Review a range of assessment methods that are appropriate for 14-16 year olds 5.4 Apply a range of assessment methods that are appropriate for 14-16 year olds	Utilise functional skills specification to support planning; to enable the integration into main sessions Apply teaching and learning approaches that are appropriate for young people Review assessment methods that are appropriate and also meet the requirements of awarding organisations and qualifications
6 Be able to reflect and evaluate feedback to improve own practice in working with 14-16 year olds	6.1 Reflect on ways to improve own practice in working with the 14-16 age range	Reflect on processes that support the development of own practice such as lesson observation feedback and learner evaluations of lessons and modules of learning

© OCR 2010

Assessment

This unit will be assessed in the centre and externally verified by OCR assessors.

To successfully achieve the unit candidates must produce evidence that meets all of the assessment criteria in the unit.

Evidence requirements

The learning outcomes must be assessed in a teaching and learning environment. Simulation is not permitted.

Guidance on assessment and evidence requirements

Evidence for this unit can come from a range of sources and be assessed by various means.

Some possible examples are set out below although it must be noted that this list is not exhaustive.

- Assignments
- Projects
- Professional Discussion
- Self Reflective record
- Personal statement
- Scheme of Work and Lesson Plans
- Observation of teaching
- Observation of group discussion or debate
- Attendance at partnership meeting, forums, networks etc
- Observation of presentations to peers

This is a level 4 unit and therefore the assessment criteria require the candidate to utilise higher order thinking in order to meet the assessment requirements. Tutors are encouraged to be mindful of the taxonomies of learning and concentrate on the verbs used within the assessment criteria in their delivery, learner support, feedback and assessment in ensuring candidates are working at the level required and producing evidence for assessment that is of a level 4 standard.

National Occupational Standards (NOS) mapping/signposting

This unit is underpinned by new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007).

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	√

Resources

Ainley, P. and Bailey, B. (1997) *The Business of Learning: Staff and Student Experiences of Further Education in the 1990s*. London: Cassell
Allen, M & Ainsley P. (2007) Education Makes you Fick, Innit: What's gone Wrong with England's Schools, Colleges and Universities and how to Start Putting it Right. London: Tufnell Press
Brown, S. and Race, P. (1994) *Assess Your Own Teaching Quality*. London: Kogan Page
Cowley, S (2010) Getting the buggers to behave, 4th Revised Ed. Continuum Publishing
Curzon, L. (1997) T*eaching in Further Education: An Outline of Principles and Practice*. 5th edition. London: Cassell
DfEE (1998) *The Learning Age: A Renaissance for a New Britain*. London: HMSO
DfEE (1999) *Learning to Succeed: A New Framework for Post-16 Learning*. London: HMSO
DfES (2001) *Schools – Achieving Success*. London: HMSO
Donovan G (2005) Teaching 14-19: Everything you need to know about learning and teaching across the phases. London: Fulton
Maslow, A. (1987) *Motivation and Personality*. New York: Harper & Row
Petty, G. (2004) *Teaching Today* (3rd Edition), Nelson Thornes Business Education Publishers Ltd
Rowntree, D. (1987) *Assessing Students: How Shall We Know Them?* London: Kogan Page
Unwin, L. and Wellington, J. (2000) *Young People's Perspectives on Education, Training and Employment*. London: Kogan Page
Wallace, S. (2007) Teaching, Tutoring and Training in the Lifelong Learning Sector(3rd Edition) Learning Matters.

Websites

www.theresearchcentre.co.uk – Classroom practice with 14 year olds
https://www.education.gov.uk/publications Evaluation of Increased Flexibility for 14-16 Year Olds Programme: Delivery for Cohorts 3 and 4 and the Future
www.**lsis**.org.uk The Learning and Skills Improvement Services
http://www.excellencegateway.org.uk/ The Excellence Gateway
www.ocr.org.uk OCR web site
www.ifl.ac.uk The Institute for Learning

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 .

This unit is a shared unit. It is located within the subject/sector classification system:

13.1 Teaching and lecturing

© OCR 2010