Oxford Cambridge and RSA

Unit Title:	**Support numeracy development**
OCR Unit No:	14
Sector Unit No:	TDA 3.12
Level:	3
Credit value:	3
Guided learning hours:	18
Unit accreditation number:	A/601/7716

Unit purpose and aim

This unit provides the knowledge, understanding and skills to support numeracy development. This includes understanding national and organisational frameworks for mathematics and using skills and techniques to support learners in developing numeracy skills and using and applying mathematics.

Learning Outcomes The learner will:	**Assessment Criteria** The learner can:	**Exemplification**
1. Understand current national and organisational frameworks for mathematics	1.1 Explain the aims and importance of learning provision for **numeracy** development 1.2 Summarise the national curriculum framework for mathematics including age-related expectations of learners as relevant to the setting 1.3 Summarise the organisation's policy and curriculum framework for mathematics 1.4 Explain the teacher's programme and plans for mathematics teaching and learning	Centres must ensure that all assessment criteria are met. **Numeracy:** a proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams and tables
2. Be able to support	2.1 Use a range of	**Strategies for supporting**

learners in developing numeracy skills	**strategies for supporting learners** to develop **numeracy skills** 2.2 Select and use support strategies to meet the individual needs and learning targets of learners	**learners** to develop numeracy skills and to use and apply mathematics, eg: • helping learners to interpret and follow instructions • reminding learners of teaching points made by the teacher • questioning and prompting learners • helping learners to select and use appropriate mathematical resources, eg. number lines, measuring instruments, games, computer software and learning programmes • explaining and reinforcing correct use of mathematical vocabulary • using praise, commentary and assistance to encourage learners to stay on task • introducing follow-on tasks to reinforce and extend learning, eg. problem-solving tasks, mathematical games, puzzles **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
3. Be able to support learners in using and applying mathematics	3.1 Use a range of strategies for supporting learners to **use and apply mathematics** to solve problems 3.2 Select and use support strategies to meet the individual needs and learning targets of learners 3.3 Encourage learners to pursue their own lines of enquiry and find their own solutions to mathematical problems	**Using and applying mathematics:** problem solving or pursuing a line of enquiry that involves representing ideas using numbers, symbols or diagrams, reasoning and predicting and communicating results orally or in writing

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 2.1, 2.2, 3.1, 3.2 and 3.3 must be assessed in the workplace.

Details of relationship between the unit and national occupational standards

STL26 Support numeracy development

Introductory materials for teaching assistants:

- Mathematics

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 .