



RECOGNISING ACHIEVEMENT

# OCR Teaching in the Lifelong Learning Sector qualifications

**INSERT QUALIFICATION TITLE HERE: Suggested mapping for qualification assessment**

This mapping is a suggested approach to assessment for the following units. Alternative assessment approaches can be used to assess the criteria for a unit, depending on the needs of the candidate:

OCR Unit number	Unit level	Unit title

Candidate name: \_\_\_\_\_

Candidate signature: \_\_\_\_\_

Assessor name: \_\_\_\_\_

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal Verifier: \_\_\_\_\_

IV Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Unit 40 Literacy and the Learners

Assessment Criteria	Evidence	Portfolio reference	Comments	Completed (signature & date)
1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis.				
1.2 Discuss the ways in which language and literacy use can vary according to context.				
1.3 Use key grammatical, lexical and phonological terms appropriately.				
	These texts can be used again for unit 41: 3.1-3.4			
2.1 Discuss how language and literacy are acquired and learnt.				
2.2 Analyse the personal, social and cultural factors influencing literacy learners' development of spoken and written language.				
2.3 Discuss the impact of a range of learning difficulties and disabilities on language and literacy learning and teaching.				
	Lesson plans could form part of teaching practice, unit42: 1.1-1.3			

Assessment Criteria	Evidence	Portfolio reference	Comments	Completed (signature & date)
3.1 Discuss reasons for language change in both spoken and written English.				
3.2 Identify and analyse changes in the use of spoken language at discourse, sentence and word level.				
3.3 Identify and analyse changes in the use of written language at text, sentence and word level.				
3.4 Use key grammatical, lexical and phonological terms appropriately in describing language change.				
4.1 Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships.				
4.2 Analyse how language is used at text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations.				

## Unit 41 Literacy Theories and Frameworks

Assessment Criteria	Evidence	Portfolio reference	Comments	Completed (signature & date)
1.1 Review theories of first language acquisition and second language acquisition and learning.				
1.2 Review language teaching approaches associated with theories of first language acquisition and second language acquisition and learning.				
2.1 Analyse theories of literacy learning and development.				
2.2 Analyse literacy teaching approaches associated with theories of literacy learning and development.				



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Assessment Criteria	Evidence	Portfolio reference	Comments	Completed (signature & date)
3.1 Review the range of ways in which language can be described.				
3.2 Analyse written and spoken language at text and discourse level.				
3.3 Analyse written and spoken language at sentence and phrase level.				
3.4 Analyse written and spoken language at word level.				
	These texts can be used again for unit40: 1.1-1.3			
4.1 Analyse the processes involved in reading and writing for literacy learners.				
4.2 Analyse the processes involved in speaking and listening for literacy learners.				
4.3 Discuss the mutual dependence of reading, listening, writing and speaking in literacy and language development.				
	Two classroom activities could be part of teaching practice: unit 42: 1.1-1.3 and form part of unit42: 2.1			

## Unit 42 Literacy Learning and Teaching

Assessment Criteria	Evidence	Portfolio reference	Comments	Completed (signature & date)
1.1 Use own specialist knowledge of language to plan teaching and learning for Literacy learners.				
1.2 Use specialist curricula and appropriate resources to plan teaching and learning for Literacy learners.				
1.3 Use understanding of the aims and needs of individual learners to plan Literacy teaching and learning.				
	Teaching practice could incorporate the two classroom activities in unit 41: 4.1-4.3 and lesson plans in unit 40: 2.1-2.3			
2.1 Select, adapt and develop effective literacy and language approaches, activities and resources to meet individual literacy learners' needs.				
	Could be part of teaching practice as above: 1.1-1.3			



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Assessment Criteria	Evidence	Portfolio reference	Comments	Completed (signature & date)
3.1 Use appropriate approaches with Literacy learners to develop their awareness of how language works.				
3.2 Use appropriate approaches to learning and teaching listening and speaking skills for Literacy learners.				
3.3 Use appropriate approaches to learning and teaching reading skills for Literacy learners.				
3.4 Use appropriate approaches to learning and teaching writing skills for Literacy learners.				
	Reflective log could be linked to 6.1			
4.1 Use specialist knowledge to collaborate with other professionals in developing inclusive approaches to literacy and language				



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Assessment Criteria	Evidence	Portfolio reference	Comments	Completed (signature & date)
5.1 Select and use specialist approaches and tools to conduct literacy and language assessments fairly and equitably.				
5.2 Involve Literacy learners in the processes of assessment.				
5.3 Record relevant specialist assessment information effectively to inform teaching and learning.				
6.1 Use critical reflection and feedback from others to evaluate and improve own literacy and language practice.				
6.2 Plan and take up opportunities to improve own knowledge and understanding about integrating theory into practice.				
	Could be part of reflective log 3.1			



## Unit 43 Literacy ESOL and the Learners

Assessment Criteria	Evidence	Portfolio reference	Comments	Completed (signature & date)
1.1 Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis.				
1.2 Discuss the ways in which language and literacy use can vary according to context.				
1.3 Use key grammatical, lexical and phonological terms appropriately.				
	These texts can be used again for unit41: 3.1-3.4			
2.1 Discuss how language and literacy are acquired and learnt.				
2.2 Analyse the personal, social and cultural factors influencing ESOL learners' literacy and language acquisition and learning.				
2.3 Discuss the impact of a range of learning difficulties and disabilities on language and literacy learning and teaching.				
	Lesson plans could form part of teaching practice unit:42 1.1-1.3			

Assessment Criteria	Evidence	Portfolio reference	Comments	Completed (signature & date)
3.1 Discuss reasons for language change in both spoken and written English.				
3.2 Identify and analyse recent changes in the use of spoken language at discourse, sentence and word level.				
3.3 Identify and analyse changes in the use of written language at text, sentence and word level.				
3.4 Use key grammatical, lexical and phonological terms appropriately in describing language change.				
4.1 Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships.				
4.2 Analyse how language is used at text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations.				

## Unit 44 Planning and Enabling Learning (Literacy)

Assessment Criteria	Evidence	Portfolio reference	Comments	Completed (signature & date)
1.1 Analyse the role of initial assessment in the learning and teaching process.				
1.2 Describe and evaluate different methods of initial assessment for use with learners.				
1.3 Evaluate ways of planning, negotiating and recording appropriate learning goals with learners.				
2.1 Establish and maintain an inclusive learning environment.				
2.2 Devise and justify a scheme of work which meets learners' needs and curriculum requirements.				
2.3 Devise and justify session plans which meet the aims and needs of individual learners and/or groups.				
2.4 Analyse ways in which session plans can be adapted to the individual needs of learners.				
2.5 Plan the appropriate use of a variety of delivery methods, justifying the choice.				
2.6 Identify and evaluate				



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opportunities for learners to provide feedback to inform practice.				
3.1 Select/adapt, use and justify a range of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met.				
3.2 Analyse the strengths and limitations of a range of resources, including new and emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning.				
3.3 Identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they support learner achievement.				
3.4 Select/adapt, use and justify a range of inclusive resources to promote inclusive learning and teaching.				
4.1 Use and evaluate different communication methods and skills to meet the needs of learners and the organisation.				
4.2 Evaluate own communication				

skills, identifying ways in which these could be improved including an analysis of how barriers to effective communication might be overcome.				
4.3 Identify and liaise with appropriate and relevant parties to effectively meet the needs of learners.				
5.1 Apply minimum core specifications in literacy to improve own practice.				
5.2 Apply minimum core specifications in language to improve own practice.				
5.3 Apply minimum core specifications in mathematics to improve own practice.				
5.4 Apply minimum core specifications in ICT user skills to improve own practice.				
6.1 Use regular reflection and feedback from others, including learners, to evaluate and improve own practice, making recommendation for modification as appropriate.				

## Unit 45 Enabling Learning and Assessment (Literacy)

Assessment Criteria	Evidence	Portfolio reference	Comments	Completed (signature & date)
1.1 Analyse the application of theories and principles of assessment in relation to practice in own specialist area.				
1.2 Analyse the role of assessment in evaluation and quality processes.				
2.1 Critically discuss the implications of equality and diversity issues in assessment for teachers and learners.				
3.1 Plan and/or design and use assessment schemes, methods and instruments that are fair, valid, reliable, sufficient and appropriate for learners, using new and emerging technologies where appropriate.				
3.2 Justify the selection and /or design and use of formal and informal assessment methods and tools used in own specialist area.				



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3.3 Establish and maintain an appropriate environment for assessment to maximise learners' opportunities for success.				
3.4 Record, and report on learner progress and achievement, using organisational and/or awarding institution protocols and procedures as required.				
4.1 Justify and use appropriate skills and approaches in giving verbal and oral and written feedback to learners.				
4.2 Justify and use appropriate skills and approaches to negotiate targets and strategies for improvement and success for learners.				
5.1 Apply minimum core specifications in literacy to improve own practice.				
5.2 Apply minimum core specifications in language to improve own practice.				
5.3 Apply minimum core specifications in mathematics to improve own practice.				
5.4 Apply minimum core specifications in ICT user skills to				



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improve own practice.				
6.1 Evaluate and improve the design and effectiveness of formal and informal assessment procedures, methods and instruments, using feedback from learners and appropriate others and referring to relevant theories of learning				
6.2 Evaluate own approaches, strengths and development needs in relation to assessment.				
6.3 Plan and take up appropriate development opportunities to improve own practice in relation to formal and informal assessment.				