



Oxford Cambridge and RSA

Unit Title:	<b>Support delivery of the 14 – 19 curriculum</b>
OCR Unit No:	16
Sector Unit No:	TDA 3.14
Level:	3
Credit value:	3
Guided learning hours:	15
Unit accreditation number:	F/601/7720

## Unit purpose and aim

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This unit provides the knowledge, understanding and skills to support delivery of the 14 to 19 curriculum. It involves understanding education and training provision for 14 to 19 years olds, providing learning support appropriate to this age range, and working collaboratively to support planning, delivery and review of education and training for 14 to 19 year olds.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Exemplification</b>
The learner will:	The learner can:	
1. Understand educational policy and practice for the education and training of 14 to 19 year olds	1.1 Summarise current provision for 14 to 19 year olds in the compulsory and post compulsory education sectors  1.2 Explain the relationship between the compulsory and post compulsory education sectors for 14 to 19 education and training  1.3 Explain progression opportunities and routes for 14 to 19 year olds	Centres must ensure that all assessment criteria are met.
2. Be able to support teaching and learning for 14 to 19 year olds	2.1 Explain approaches to teaching and learning for 14 to 19 year old learners in the setting  2.2 Select and	<b>Areas of life</b> include: <ul style="list-style-type: none"><li>• work</li><li>• social</li></ul>

	<p>demonstrate learning support strategies to meet the needs of 14 to 19 year old learners</p> <p>2.3 Select, develop and use learning resources to meet the needs of 14 to 19 year old learners</p> <p>2.4 Demonstrate ways of supporting 14 to 19 year old learners to transfer learning to other <b>areas of life</b></p>	<ul style="list-style-type: none"> <li>• personal</li> <li>• home</li> <li>• education</li> </ul>
<p>3. Be able to work collaboratively to support delivery of the 14 to 19 curriculum</p>	<p>3.1 Explain the roles of different services and agencies in providing education and training for 14 to 19 year olds</p> <p>3.2 Explain the importance of effective team working with colleagues within and external to the setting for promoting the achievement and wellbeing of 14 to 19 year old learners</p> <p>3.3 Demonstrate ways of contributing to collaborative and <b>cross sector working</b> for planning, delivery and review of education and training for 14 to 19 year olds</p> <p>3.4 Use knowledge of the learners and curriculum to provide colleagues within and external to the setting with feedback on the participation and progress of 14 to 19 year old learners with whom they work</p>	<p><b>Cross sector working</b> involves working with colleagues from both the compulsory and post compulsory education sectors</p>

## Assessment

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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

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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 2.2, 2.3, 2.4, 3.3 and 3.4 must be assessed in the workplace.

## Details of relationship between the unit and national occupational standards

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None specified.

**NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).**

## Functional skills signposting

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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

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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](http://www.ocr.org.uk).