

<b>Unit Title:</b>	<b>Monitor and maintain curriculum resources</b>
OCR Unit No:	43
Sector Unit No:	TDA 3.27
Level:	3
Credit value:	3
Guided learning hours:	14
Unit accreditation number:	D/601/8342

## Unit purpose and aim

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This unit provides the knowledge, understanding and skills to monitor and maintain curriculum resources. It requires competence in establishing resource requirements, maintaining supplies of resources, monitoring and maintaining stock, and preparing and issuing resources.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	The learner can:	
1. Understand the organisational policy and procedures for maintaining curriculum resources	1.1 Explain the organisational <b>policy and procedures</b> for maintaining <b>curriculum resources</b> 1.2 Explain where to get information and advice about: <ul style="list-style-type: none"> <li>a) curriculum resources appropriate to the needs of learners in the setting</li> <li>b) use of curriculum resources</li> <li>c) suppliers</li> <li>d) maintenance of curriculum resources</li> </ul> 1.3 Explain the importance	<p>Centres must ensure that all assessment criteria are met.</p> <p><b>Policy and procedures</b> for maintaining curriculum resources including:</p> <ul style="list-style-type: none"> <li>• storage and security of curriculum resources</li> <li>• authorising purchases of curriculum resources</li> <li>• ordering materials and equipment</li> <li>• stock control</li> <li>• managing materials with a limited shelf-life</li> <li>• health and safety</li> <li>• requirements for handling and storage of hazardous materials and/or equipment</li> <li>• recycling and sustainable</li> </ul>

	<p>of meeting agreed timescales and budget for the supply of curriculum resources</p>	<ul style="list-style-type: none"> <li>development</li> <li>• waste disposal</li> </ul> <p><b>Curriculum resources:</b> materials, equipment (including ICT), software, books and other written materials, DVDs, etc, that are required to support teaching and learning in a subject/curriculum area</p>
2. Be able to establish requirements for curriculum resources	<p>2.1 Explain how resources in own area of responsibility are used to support teaching and learning</p> <p>2.2 Liaise with teachers regarding their lesson plans and anticipated resource needs</p> <p>2.3 Establish requirements for the range and quantity of curriculum resources needed to support curriculum delivery in own area of responsibility</p> <p>2.4 Identify any <b>specific requirements</b> in relation to the resources required</p> <p>2.5 Monitor the demand for and use of resources to identify areas for improving quality, supply and suitability</p>	<p><b>Specific requirements:</b> particular requirements in relation to curriculum resources, such as:</p> <ul style="list-style-type: none"> <li>• quality</li> <li>• timescale</li> <li>• special features</li> <li>• cost</li> <li>• linguistic demand</li> <li>• cultural focus</li> </ul>
3. Be able to maintain supplies of curriculum resources	<p>3.1 Evaluate a range of possible resources and suppliers to meet future requirements for curriculum resources</p> <p>3.2 Identify the resources that</p>	<p><b>Users:</b> the people who will use the materials to support learning, including teachers, support staff and learners</p> <p><b>Delivery problems eg:</b></p>

	<p>provide best value in terms of suitability, cost and organisational requirements</p> <p>3.3 Demonstrate ways to ensure that resources meet the specific requirements of <b>users</b></p> <p>3.4 Comply with organisational procedures for:</p> <ul style="list-style-type: none"> <li>a) obtaining authorisation to purchase resources</li> <li>b) ordering materials and equipment</li> <li>c) maintaining records of orders and deliveries</li> </ul> <p>3.5 Track orders and deliveries of materials and equipment</p> <p>3.6 Take appropriate action in response to any <b>delivery problems</b></p>	<ul style="list-style-type: none"> <li>• non-receipt of orders</li> <li>• late delivery of orders</li> <li>• damaged items</li> <li>• missing items</li> <li>• incorrect items</li> </ul>
4. Be able to monitor stocks of curriculum resources	<p>4.1 Demonstrate ways of storing stock safely and securely, ensuring effective stock rotation where appropriate</p> <p>4.2 Carry out regular stock checks to monitor and maintain the availability of resources</p> <p>4.3 Maintain a complete and accurate inventory of resources in own area of responsibility</p> <p>4.4 Demonstrate ways of keeping <b>relevant</b></p>	<p><b>Relevant people:</b></p> <p>those who use or manage curriculum resources including teachers, heads of departments, subject leaders, senior managers, bursar and other support staff</p>

	<b>people informed of stock availability</b>	
5. Be able to maintain curriculum resources	<p>5.1 Carry out regular inspections of resources in line with legal, regulatory and organisational requirements</p> <p>5.2 Carry out routine cleaning and maintenance of resources in accordance with organisational requirements and manufacturers' instructions where applicable</p> <p>5.3 Inform relevant people when there is a problem with maintaining resources</p> <p>5.4 Dispose of waste and redundant resources safely, making maximum use of opportunities for recycling materials and equipment</p> <p>5.5 Work safely at all times, complying with health, safety and environmental regulations and guidelines</p>	
6. Be able to prepare and issue curriculum resources	<p>6.1 Prepare resources for use as requested by relevant people</p> <p>6.2 Demonstrate ways of ensuring users are aware of relevant health and safety guidance when issuing resources</p> <p>6.3 Maintain accurate records of resources issued</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, 2.5, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2 and 6.3 must be assessed in the workplace.

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

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STL56 Monitor and maintain curriculum resources

**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.

<b>Functional Skills Standards</b>					
<b>English</b>		<b>Mathematics</b>		<b>ICT</b>	
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).