



Oxford Cambridge and RSA

Unit Title:	Support learning activities
OCR Unit No:	5
Sector Unit No:	CYP Core 3.1
Level:	3
Credit value:	4
Guided learning hours:	20
Unit accreditation number:	F/601/4073

Unit purpose and aim

This unit provides the knowledge, understanding and skills to support learning activities. It requires competence in supporting the planning, delivery, assessment and review cycle.

Learning Outcomes	Assessment Criteria	Exemplification
The learner will:	The learner can:	
1. Be able to contribute to planning learning activities	<p>1.1 Explain how a learning support practitioner may contribute to the planning, delivery and review of learning activities</p> <p>1.2 Evaluate own strengths and weaknesses in relation to supporting learning activities and how these may impact on the support that can be provided</p> <p>1.3 Use knowledge of the learners and curriculum to contribute to the teacher's planning</p> <p>1.4 Offer constructive suggestions for own role in supporting planned learning activities</p> <p>1.5 Identify and obtain the information required</p>	<p>Centres must ensure that all assessment criteria are met.</p> <p>Information required to support learning activities includes:</p> <ul style="list-style-type: none">• relevant school curriculum and age-related expectations of learners• the teaching and learning objectives• the learning resources required• own role in supporting the learning activities• any additional needs of the children or young people involved

	to support learning activities	
2. Be able to prepare for learning activities	<p>2.1 Select and prepare the resources required for the planned learning activities</p> <p>2.2 Develop and adapt resources to meet the needs of learners</p> <p>2.3 Ensure the learning environment meets relevant health, safety, security and access requirements</p>	<p>Resources to support learning activities including:</p> <ul style="list-style-type: none"> • materials • equipment (including ICT) • software • books and other written materials
3. Be able to support learning activities	<p>3.1 Select and demonstrate learning support strategies to meet the needs of learners</p> <p>3.2 Explain how social organisation and relationships may affect the learning process</p> <p>3.3 Give attention to learners in a way that balances the needs of individuals and the group as a whole</p> <p>3.4 Demonstrate ways of encouraging learners to take responsibility for their own learning</p> <p>3.5 Demonstrate ways of supporting learners to develop:</p> <ul style="list-style-type: none"> a) literacy skills b) numeracy skills c) ICT skills d) problem solving skills <p>3.6 Explain the sorts of problems that might</p>	<p>Learning support strategies to support the needs of learners, for example:</p> <ul style="list-style-type: none"> • creating a positive learning environment • managing behaviour • encouraging group cohesion and collaborative learning • prompting shy or reticent learners to ask questions and check understanding • translating or explaining words and phrases • reminding learners of teaching points made by the teacher • modelling correct use of language and vocabulary • ensuring learners understand the learning tasks • helping learners to use resources relevant to the learning activity • providing individual attention, reassurance and help with learning

	<p>occur when supporting learning activities and how to deal with these</p>	<p>tasks as appropriate to learners' needs</p> <ul style="list-style-type: none"> • modifying or adapting activities <p>Social organisation and relationships, for example:</p> <ul style="list-style-type: none"> • learner grouping • group development • group dynamics • the way adults interact and respond to learners <p>Problems relating to:</p> <ul style="list-style-type: none"> • the learning activities • the learning resources • the learning environment • the learners • assessment
<p>4. Be able to observe and report on learner participation and progress</p>	<p>4.1 Apply skills and techniques for monitoring learners' response to learning activities</p> <p>4.2 Assess how well learners are participating in activities and the progress they are making</p> <p>4.3 Record observations and assessments of learner participation and progress in the required format</p>	
<p>5. Be able to contribute to the evaluation of learning activities</p>	<p>5.1 Explain the importance of evaluating learning activities</p>	

	<p>5.2 Use the outcomes of observations and assessments to:</p> <ul style="list-style-type: none"> a) provide feedback to learners on progress made b) provide the teacher with constructive feedback on the learning activities c) provide the teacher with feedback on learners' participation and progress d) reflect on and improve own practice in supporting learning activities 	
<p>6. Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT</p>	<p>6.1 Evaluate how own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice</p> <p>6.2 Develop a plan for improving own knowledge, understanding and skills in literacy, numeracy and ICT</p>	

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 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3 and 5.2 must be assessed in the workplace.

National Occupational Standards (NOS) mapping/signposting

STL18 Support pupils' learning activities

STL8 Use information and communication technology to support pupils' learning

STL29 Observe and promote pupil performance and development

Introductory materials for teaching assistants:

- Role and context
- Literacy
- Mathematics
- Information and communication technology

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.