



Oxford Cambridge and RSA

<b>Unit Title:</b>	<b>Support extra-curricular activities</b>
OCR unit number:	21
Sector unit number:	TDA 2.18
Level:	2
Credit value:	3
Guided learning hours:	15
Unit accreditation number:	M/601/6577

## Unit purpose and aim

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This unit provides the knowledge, understanding and skills to support extra-curricular activities under the direction of the school. It requires demonstration of competence in preparing for extra-curricular activities, delivering activities and bringing activities to an end.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Exemplification</b>
The learner will:	The learner can:	
1. Be able to prepare for extra-curricular activities	<p>1.1 Describe the aims and content of the <b>extra-curricular activity</b></p> <p>1.2 Obtain equipment and resources for the activity</p> <p>1.3 Prepare the environment for the safe conduct of the activity</p> <p>1.4 Support children and young people to prepare for the activity</p>	<p>Centres must ensure that all assessment criteria are met.</p> <p><b>Extra-curricular activities</b> are activities that are held outside of normal school hours that can benefit the development of children and young people eg:</p> <ul style="list-style-type: none"><li>• study support</li><li>• play and recreation</li><li>• fitness classes</li><li>• drama</li><li>• sport</li><li>• music</li><li>• arts, crafts and other special interest clubs</li></ul>

		<ul style="list-style-type: none"> <li>• volunteering and business and enterprise activities</li> <li>• Duke of Edinburgh Award scheme</li> </ul>
2. Be able to deliver extra-curricular activities	<p>2.1 Interact with children and young people in a way that makes them feel welcome and at ease</p> <p>2.2 Comply with organisational procedures for:</p> <ul style="list-style-type: none"> <li>a) checking the children and young people present</li> <li>b) making sure children and young people's dress and equipment are safe and appropriate</li> </ul> <p>2.3 Use skills and techniques for ensuring the children and young people understand the activity and what they will be doing</p> <p>2.4 Use skills and techniques to engage and motivate children and young people to actively participate in extra-curricular activities</p> <p>2.5 Recognise when children and young people need encouragement and/or help with activities</p> <p>2.6 Provide children and young people with additional explanations and demonstrations</p>	

	when necessary	
3. Be able to bring extra-curricular activities to an end	<p>3.1 Prepare children and young people to finish their activities</p> <p>3.2 Give the children and young people clear and supportive feedback on their participation and progress</p> <p>3.3 Encourage children and young people to say how they feel about activities and respond to their feelings appropriately</p> <p>3.4 Follow organisational procedures for:</p> <ul style="list-style-type: none"> <li>a) the safe and orderly departure of children and young people from the activity session</li> <li>b) clearing and storing equipment and resources</li> </ul>	
4. Be able to reflect on own contribution to extra-curricular activities	<p>4.1 Use feedback from children, young people and colleagues to reflect on and improve own contribution to extra-curricular activities</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.

Assessment criteria 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3 and 3.4 must be assessed in the workplace.

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.

## National Occupational Standards (NOS) mapping/signposting

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STL53 Lead an extra-curricular activity

**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).