



Oxford Cambridge and RSA

Unit Title:	Support learning activities
OCR unit number:	11
Sector unit number:	TDA 2.10
Level:	2
Credit value:	4
Guided learning hours:	25
Unit accreditation number:	A/601/7411

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 support the teacher in planning learning activities	1.1 Describe how a learning support practitioner may contribute to the planning, delivery and review of learning activities 1.2 Identify own strengths and weaknesses in relation to supporting learning activities and how these may impact on the support that can be provided 1.3 Use own knowledge of the learners and curriculum to contribute to the teacher's planning 1.4 Identify and obtain the information required to support learning activities 1.5 Identify and agree with the teacher the	Centres must ensure that all assessment criteria are met. Information required to support learning activities includes: <ul style="list-style-type: none"> • the learning objectives • the learning resources required • own role in supporting the learning activities • any specific information or instructions relating to the learners and/or activities Information and communication technology covers a range of different activities, equipment and technological devices, such as programmable toys, telephones, videos, timers, keyboards, keypads,

	opportunities for using information and communication technology to support learning	computers, software, digital cameras, interactive whiteboards as well as new technologies as they become available.
2. Be able to prepare for learning activities	<p>2.1 Select and prepare the resources required for planned learning activities</p> <p>2.2 Adapt resources as directed by the teacher 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 Use a range of learning support strategies to meet the needs of learners</p> <p>3.2 Apply skills and techniques to engage and motivate learners</p> <p>3.3 Demonstrate ways of supporting learners to develop:</p> <ul style="list-style-type: none"> a) literacy skills b) numeracy skills c) ICT skills <p>3.4 Describe the sorts of problems that might occur when supporting learning activities and how to deal with these</p>	<p>Problems may relate to:</p> <ul style="list-style-type: none"> • the learning activities • the learning resources • the learning environment • the learners
4. Be able to observe and report on learner participation and progress	<p>4.1 Apply skills and techniques for monitoring learners' responses to learning activities</p> <p>4.2 Assess how well learners are participating in</p>	

	<p>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 support the evaluation of learning activities</p>	<p>5.1 Describe the importance of evaluating learning activities</p> <p>5.2 Provide constructive feedback on learning activities in discussion with the teacher</p> <p>5.3 Identify any difficulties encountered in supporting the learning activities</p> <p>5.4 Provide the teacher with feedback on learners' participation and progress</p>	
<p>6. Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT</p>	<p>6.1 Identify ways in which own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice</p> <p>6.2 Identify opportunities to improve 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.

Assessment criteria 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.3, 3.3, 4.1, 4.2, 4.3, 5.2, 5.3 and 5.4 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

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

STL1 Provide support for learning activities

STL6 Support literacy and numeracy development

STL8 Use information and communication technology to support pupils' learning

STL9 Observe and report on pupil performance

Introductory training materials for teaching assistants:

Role and context

Literacy

Mathematics

ICT

Science

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.