Unit Title:	**Supervise whole class learning activities**
OCR Unit No:	53
Sector Unit No:	TDA 2.8
Level:	3
Credit value:	3
Guided learning hours:	15
Unit accreditation number:	T/601/4071

Unit purpose and aim

This unit provides the knowledge, understanding and skills to supervise learning activities in the absence of a teacher. It requires competence in preparing for and supervising learning activities, supporting learners to complete work set by the teacher and concluding the lesson in accordance with school policy and procedures.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	**Exemplification**
1. Be able to prepare for supervising whole class learning activities	1.1 Explain the school policy and procedures for cover supervision 1.2 Identify and obtain: a) the work set for the class concerned b) details of the **learning resources** required c) any **specific instructions** 1.3 Obtain and organise the resources required for the learning activities 1.4 Confirm the learning environment meets relevant health, safety, security and access	Centres must ensure that all assessment criteria are met. **Learning resources** to support learning activities including: • materials • equipment (including ICT) • software • books and other written materials **Specific instructions** relating to for example: • learners with special educational needs • seating plan

	requirements	• behavioural issues
		• extension activities
		• homework
2. Be able to supervise whole class learning activities	2.1 Give clear instructions to learners on the work to be completed	**Problems** may relate to:
	2.2 Respond to questions from learners about process and procedures	• the learning activities
	2.3 Use appropriate strategies for supervising completion of the work set	• the learning resources
	2.4 Demonstrate ways of managing the behaviour of learners to ensure a constructive learning environment	• the learning environment
	2.5 Demonstrate ways of encouraging learners to take responsibility for their own learning	• the learners
	2.6 Explain the sorts of **problems** that might occur when supervising whole class learning activities and how to deal with these	
3. Be able to support learners in completing work set for them	3.1 Apply skills and techniques for monitoring learners' responses to learning activities	
	3.2 Assess how well learners are participating in activities and the progress they are making in completing	

	the work set for them	
	3.3 Demonstrate ways of supporting learners to stay on task and complete the work set	
	3.4 Introduce extension activities for learners who have completed assigned work before the end of the lesson	
4. Be able to conclude whole class learning activities	4.1 Apply the school procedures for: a) collecting any completed work after the lesson and returning it to the appropriate teacher b) collecting in any learning resources c) informing learners of any follow-up work or homework set for them d) dismissing learners at the end of the lesson e) reporting back as appropriate on the behaviour and participation of learners during the lesson, and any issues arising	

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 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4 and 4.1 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

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 .