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Unit Title:	**Lead an extra-curricular activity**
OCR Unit No:	41
Sector Unit No:	TDA 3.25
Level:	3
Credit value:	3
Guided learning hours:	16
Unit accreditation number:	A/601/8333

Unit purpose and aim

This unit assesses competence in leading an extra-curricular activity such as a club, recreational activity, sports team or performing arts activity, under the direction of the school but with limited supervision.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1. Understand the aims and requirements of the extra-curricular activity	1.1 Explain the aims and content of the **extra-curricular activity** 1.2 Explain the values or codes of practice relevant to the activity 1.3 Explain the **requirements for health and safety** that are relevant to the activity	Centres must ensure that all assessment criteria are met. **Extra-curricular activities** are activities that are held outside of normal school hours that can benefit the development of children and young people eg: • study support • play and recreation • fitness classes • drama • sport • music • arts, crafts and other special interest clubs • volunteering and business and

		• enterprise activities • Duke of Edinburgh Award scheme **Requirements for health and safety** eg: • the health and safety policies and procedures of the setting • Duty of Care • the Health and Safety at Work Act • requirements for activities in the scope of the national governing bodies for sports
2. Be able to prepare for leading an extra-curricular activity	2.1 Select equipment and resources for the extra-curricular activity 2.2 Prepare equipment and resources for the activity 2.3 Prepare the environment for the safe conduct of the activity 2.4 Dress appropriately for the planned activity	
3. Be able to prepare children and young people for an extra-curricular activity	3.1 Interact with children and young people in a way that makes them feel welcome and at ease 3.2 Comply with organisational procedures for: a) checking the children and young people present b) making sure	

		children and young people's dress and equipment are safe and appropriate	
	3.3	Provide children and young people with **information** about the activity	**Information** about the activity eg:
	3.4	Find out if the children and young people have any relevant experience and/or skills	• aims and content of the session • how long the session will last • details of any future sessions
	3.5	Use skills and techniques for ensuring the children and young people:	• any health and safety issues • rules for behaviour • skills and techniques • use of equipment
		a) understand the activity and what they will be doing	
		b) are **mentally and physically prepared** for the planned activity	**Mentally and physically prepared:** participants being able to undertake the activity without unnecessary physical or emotional stress or risk of injury
	c)	are motivated to take part without putting undue pressure on them	
4. Be able to lead an extra-curricular activity	4.1	Develop the activity at a pace suited to the children and young people and in a way that meets its aims	
	4.2	Give the children and young people clear and supportive feedback at appropriate points	
	4.3	Provide the children and young people with additional	

	explanations and demonstrations when necessary	
	4.4 Encourage the children and young people to say how they feel about the activity and respond to their feelings appropriately	
	4.5 Vary the activity to meet new needs and opportunities	
	4.6 Prepare children and young people to finish their activities	
5. Be able to review and improve extra-curricular activities	5.1 Work with children and young people to review the activity	
	5.2 Support the children and young people to identify what learning they can transfer to areas of their school curriculum and other areas of their life	
	5.3 Use feedback from the children and young people to reflect on and improve own contribution to extra-curricular activities	

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 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1 and 5.2 must be assessed in the workplace.

Details of relationship between the unit and national occupational standards

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.

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 .