

**BTEC Short Courses**

# **SBA - LEARNER INSTRUCTIONS**

**Edexcel Level 2 BTEC Certificate**

Teaching Assistants

Unit 2: Supporting Classroom Practices

**Issued June 2004**

For use during the remainder of the duration of operation  
of the specification issued for September 2002

**edexcel** 

## **INSTRUCTIONS FOR LEARNERS COMPLETING SBAs**

1. The Scenario Based Assessment (SBA) is a compulsory part of your qualification. If you do not complete the SBA you will not receive your certificate.
2. Your tutor(s) will tell you how long you have to complete the SBA and the access you may have to resources.
3. Read the SBA carefully and make sure that you understand what work you should hand in and what is required of you. If you are uncertain, discuss it with your tutor(s).
4. The SBA requires you to work by yourself and to produce original work. You should not share your work with any other learners. For example, if you produce an illustration or diagram electronically, you should not give it to another learner. Similarly, you should not accept and use such information from others. You are required to sign that the work submitted is your own.
5. If you work in a group at any stage, you must present your own responses to each task for assessment.
6. Information taken from sources for research, e.g. Internet and textbooks, must be identified and not presented as your own work. You should list the sources used.
7. Some tasks may require Observation Records/Witness Statements. Your tutor(s) will organise for these to be completed and you must attach these to your submitted work.
8. In presenting your final work, you should not include draft work or reference materials such as handouts, notes and leaflets, unless the tasks specifically ask you to do so.
9. Presentation of your work:
  - Check that you have completed all tasks.
  - Label work with the appropriate task/sub-task number.
  - Present tasks in the correct order.
  - Label each page with your name and page number.
  - Submit all electronic materials in paper format.
  - Clearly label video or audio tapes submitted as part of your assignment.
  - All papers should be securely bound.
  - The completed SBA should NOT be presented in plastic envelopes, a box file or a lever arch file.

# YOUR ASSIGNMENT ACTIVITIES

## SCENARIO

The tasks for this assessment are set in the context of a school or college where you are based. You will be required to demonstrate your knowledge of classroom practices and to keep a record of activity planning and learner support over time.

## TASK 1

In order to support learner development, the teaching assistant needs to understand the basic principles underlying the development stages of the learner. Within the context of the school or college where you work:

- a) Identify the basic principles underlying learner development.
- b) Identify related factors that promote or inhibit learning.
- c) Select an age group you have experience of working with and identify the stages of development for the selected group.

**Tasks 1a), b) and c) provide evidence for P1**

- d) Explain and compare the stages of development for the selected age group, taking into consideration the related factors that promote or inhibit learning.

**This task provides evidence for M1**

- e) Using your comparisons in Task 1d), draw valid conclusions related to the factors that promote and inhibit learning.

**This task provides evidence for D1**

## TASK 2

All organisations work within parameters of good practice by establishing policies and procedures. These are essential in education to help with the care and support given to individuals and groups of learners. These will be in place in the school or college where you work and it is important for you to be fully conversant with them.

- a) Identify the relevant policies and procedures that support learner behaviour and how these set the parameters for classroom support.

**This task provides evidence for P4**

- b) Explain the importance of these policies and procedures for the support of learner behaviour and how they set the parameters for classroom support.

**This task provides evidence for M3**

- c) Evaluate the effectiveness of these policies and procedures and make appropriate recommendations for amendments or changes. Use relevant examples from your practical experience to support your evaluation.

**This task provides evidence for D3**

### TASK 3

It is important for you as a Teaching Assistant to understand your role and responsibilities within the organisation where you work and how your work supports both the teacher and the learners. Taking your current position:

- a) Identify your role as a teaching assistant.
- b) Identify your responsibilities as a teaching assistant for managing behaviour in the classroom and for observing the policies of behaviour management and child protection.
- c) Produce display notices appropriate for the intended age group setting out the rules for behaviour in the classroom, the playground and non-classroom areas.

**Tasks 3a), b) and c) provide evidence for P6**

- d) Explain the strategies that are used to maintain classroom behaviour.

**This task provides evidence for M5**

- e) Study the strategies you have given in 3d) and highlight areas, with reasons, that need further attention.

**This task provides evidence for D5**

### TASK 4

Planning and preparing activities are very important to ensure strategies are considered to support individual learners and group learning, as appropriate, and the relationship between the teaching assistant and that of the teacher. Materials required, organisation of delivery and evaluation of the outcomes are equally important and form part of the planning stages.

- a) With teacher support, devise an activity schedule for a specified age range of children covering 6 to 10 hours of a themed activity over a period of days, developing appropriate timescales for each task. The schedule should have:
  - Stated aims and objectives
  - The areas identified that will require preparation
  - At least **three** resources identified and their possible sources
  - Evaluation criteria

**This task provides evidence for P2**

- b) The schedule should demonstrate how and when the teaching assistant would use a set of at least **three** practical skills within the delivery of the activity schedule.

**This task provides evidence for P3**

- c) Based on your experience of delivering an activity schedule developed with teacher support, devise an activity schedule of your own, to cover similar areas to those in Task 4a).

**This task provides evidence for M2**

- d) After delivering your own activity schedule developed in Task 4c), analyse the outcomes. Provide appropriate alternatives and make suggestions on ways to improve it.

**This task provides evidence for D2**

## **TASK 5**

In order to put theory into practice, you need to select **two** learners to monitor over a period of at least **two weeks**. To do this:

- a) Maintain a logbook, or diary, for each of the two learners selected covering appropriate care and support. Provide information on how you have worked within the parameters of the relevant policies and procedures of your institution to create a safe and supportive learning environment.
- b) For the identified learners, record the use of valid strategies to support and maintain appropriate classroom behaviour.

**Tasks 5a) and 5b) provide evidence for P5**

- d) Compare the type and level of support given to the two learners.

**This task provides evidence for M4**

- e) From your comparison in 5d), explain with reasons how you would have provided an alternative type of care and support taking these experiences into consideration.

**This task provides evidence for D4**

# ASSESSMENT CRITERIA

For ease of reference, the assessment criteria from the unit specifications that are relevant to assessing and grading this SBA are repeated below.

You should refer to the full unit specification for information on unit content.

<b>Assessment Evidence Unit 2: Supporting Classroom Practices</b>		
<b>To achieve a pass grade the evidence must show that the learner is able to:</b>	<b>To achieve a merit grade the evidence must show that the learner is able to:</b>	<b>To achieve a distinction grade the evidence must show that the learner is able to:</b>
<ul style="list-style-type: none"> <li>• identify the stages of development for a selected age group including related factors that promote and inhibit learning</li> <li>• devise an activity schedule with tutor support that has appropriate aims and objectives, evaluation criteria, areas that will require preparation, with timescales and ways to secure materials and resources</li> <li>• prepare and use different skills and materials to support the selected activities</li> <li>• identify the relevant policies and procedures that support learner behaviour and sets the parameters for classroom support</li> <li>• maintain a diary or log book that demonstrates appropriate care and support with two selected learners within the parameters of appropriate policies and procedures that create a safe and supportive learning environment</li> <li>• identify and use appropriate strategies to support and maintain appropriate classroom behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• explain and compare stages of development for a selected age group including related factors that promote and inhibit learning</li> <li>• independently devise an activity schedule</li> <li>• examine the relevant policies and procedures that support learner behaviour and sets the parameters for classroom support</li> <li>• compare the type and level of support given to two learners</li> <li>• explain the strategies that are used to maintain classroom behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse the factors that promote and inhibit learning drawing valid conclusions</li> <li>• critically analyse an activity schedule providing appropriate alternatives and recommendations</li> <li>• critically evaluate the relevant policies and procedures providing recommendations for amendments and or changes as appropriate</li> <li>• critically evaluate the type of care and support providing alternatives as appropriate</li> <li>• critically evaluate the strategies to maintain classroom behaviour highlighting areas that need further attention.</li> </ul>