

BTEC Short Courses

SBA - LEARNER INSTRUCTIONS

Edexcel Level 3 BTEC Certificate

Teaching Assistants

Unit 3: Supporting Teaching and Learning

Issued June 2004

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



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

You are undertaking this assignment in the context of a practising teaching assistant and should base the evidence you provide for this assessment either on your own normal working environment, if in employment, or in a work placement environment.

TASK 1

The learning environment should take into consideration the learner needs, curriculum plans and learning programmes to meet national and local needs and targets, policies and practices.

- a) Identify the learning environment, the selected curriculum area, and the nature of the group of learners on which you will base your evidence.
- b) Provide a summary of the role and responsibilities of a teaching assistant in this environment in providing resources and maintaining health and safety.

Tasks 1a) and 1b) provide evidence for P1

TASK 2

To focus on teaching and learning styles that develop learning and understanding:

- a) Identify and describe **three** teaching and **three** learning styles in use within your chosen learning environment.
- b) Describe a situation in which each of these teaching and learning styles has been observed to promote learning.

Tasks 2a and 2b provide evidence for P2

- c) Explain the effects of these teaching and learning styles on learning in each of the situations described in Task 2b).

This task provides evidence for M1

- d) Critically evaluate these teaching and learning styles, drawing valid conclusions and making recommendations as to how the styles could be modified to meet the needs of particular learners.

This task provides evidence for D1

TASK 3

To support the development of skills that are required to facilitate and support learning while working under the direction of the class teacher:

- a) Identify and provide evidence of **two** practical skills, **two** interpersonal skills and **two** professional skills you have used with each of **three** selected learners to support learning.

This task provides evidence for P3

- b) Compare the evidence provided in Task 3a) to explain how you have used the **two** practical skills, the **two** interpersonal skills and the **two** professional skills in different ways with each of the **three** selected learners to support learning.

This task provides evidence for M2

- c) Devise a set of evaluation criteria that you will use to measure the success and achievement of the **three** selected learners.

This task, together with Task 3d), provides evidence for P5

- d) Using your evaluation criteria prepared in Task 3c), explain the successes and achievements of the **three** learners.

**This task, together with Task 3c), provides evidence for P5
This task also provides evidence for M4**

- e) Based on Task 3c), prepare a critical examination of the practical, interpersonal and professional skills you have used.

This task provides evidence for D2

TASK 4

Teaching Assistants need to develop teaching skills to facilitate and support learning while working under the direction of the class teacher. To focus on this area of development:

- a) Provide evidence of where you have planned, with the support of your tutor or mentor, **three** activities that support the learning of one particular learner or a group of learners.

This task provides evidence for P4

- b) Provide evidence of where you have planned, independently, a range of activities to support the learning needs of a particular learner or group of learners. Within your planning, you should seek to identify the specific learning needs and match the resources required to the activities to be carried out.

This task provides evidence for M3

- c) Critically evaluate the range of activities you have used to support learning, drawing valid conclusions and making suggestions as to how you would modify your activities and methods with similar learners in the future. If you implemented the planned activities in 4b), use these as the basis of your evaluation.

This task provides evidence for D3

- d) From the perspective of learner achievement, critically evaluate how your planned activities have contributed to the learners' progress.

This task provides evidence for D4

TASK 5

It is very important to establish, maintain and build relationships with individual learners and groups of learners to ensure productive learning. From your own experiences:

- a) Identify **two** contrasting classroom situations and the type of relationships that will promote successful learning in each.

This task provides evidence for P6

- b) Explain each type of relationship identified in 5a) and how each will promote successful learning for the classroom situation identified.

This task provides evidence for M5

- c) Using the results of your study, look critically at your explanations in 5b) and consider providing alternative approaches, giving reasons to justify your suggestions.

This task provides evidence for D5

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.

Assessment Evidence Unit 3: Supporting Teaching and Learning		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
<ul style="list-style-type: none"> • identify an appropriate learning environment for a selected curriculum area and group of learners with tutor support • identify a range of teaching and learning styles describing how they are used in the classroom setting to promote learning • identify and use a range of practical, interpersonal and professional skills with three selected learners • plan a range of activities which support learning with tutor support • devise and use evaluation criteria to measure the success and achievements of the learner • identify the type of relationships that promote successful learning within two contrasting classroom situations. 	<ul style="list-style-type: none"> • explain the range of teaching and learning styles and their effect on learning in the classroom • compare the use of practical, interpersonal and professional skills with three selected learners • independently plan a range of activities which support learning • explain the success and achievements of the learner • explain the type of relationships that promote successful learning. 	<ul style="list-style-type: none"> • critically evaluate the range of teaching and learning styles drawing valid conclusions and recommendations for changes and/or amendments as appropriate • critically examine the use of practical, interpersonal and professional skills and their effects on the three selected learners • critically evaluate the range of activities which support learning drawing valid conclusions and recommendations for changes and or amendments as appropriate • critically evaluate the success and achievements of the learner drawing valid conclusions and recommendations for any further development • critically examine the classroom situations and type of relationships providing alternatives as appropriate.