

# SPECIFICATION

**IAO Level 2 Certificate in Supporting Teaching and Learning  
in Schools**

**Qualification number: 601/7926/0**



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

**Active Leisure**

**Business and Management**

**Childcare**

**Employability**

**Retail**

**Health and Social Care**

**Hospitality and Catering**

**IT**

**Logistics**

**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date

[www.innovateawarding.org](http://www.innovateawarding.org)

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

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*“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”*

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## Qualification summary

**Qualification Accreditation Number (QAN)** 601/7926/0

**Qualification review date** 31<sup>st</sup> December 2019

**Guided Learning Hours (GLH)** Minimum 180 hours

**Total Qualification Time (TQT)** 300 hours

**RQF level** 2

**Qualification credit value** 30 credits

**Minimum credits at/above level** 30 credits

**Assessment requirements** Portfolio of Evidence

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).

**Aims and objectives of the qualification**

The main aim of the IAO Level 2 Certificate in Supporting Teaching and Learning in Schools is to enable Learners to gain the necessary practical skills and knowledge in order to become teaching assistants in schools. Areas such as child and young person development, safeguarding, and health and safety are covered, among other skills and knowledge areas. Learners also have the option to tailor the qualification to their employment needs via a selection of optional units.

**Entry guidance**

There are no formal entry requirements for this qualification.

This qualification is suitable for those who work, or who are looking to work within the education and teaching sector. It provides learners with an opportunity to demonstrate their knowledge and competence.

**Progression opportunities**

Learners who achieve this qualification could progress to the IAO Level 3 Certificate in Supporting Teaching and Learning in Schools, or they could enter a teaching assistant role.

## **Funding**

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/skills-funding-agency>

## **Innovate Awarding**

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org)

### **Feedback**

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

### **Complaints**

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

### **Fees**

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

### **Enquiries and appeals**

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

### **Data Protection**

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

## **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website

**Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## **The Regulated Qualifications Framework (RQF)**

### **What is the RQF?**

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

### **Qualification Level**

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

### **Qualification Size**

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

## **Credit values**

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1 credit represents 10 notional learning hours**

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

## **RQF terminology**

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

## **Rules of Combination (RoC)**

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.

## **Skills for Care and Development RQF Assessment Principles**

### **1. Introduction**

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to RQF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements. Additional information/guidance regarding individual unit assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

### **2. Assessment Principles**

2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to 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.

2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

2.3 Competence based assessment must include direct observation as the main source of evidence

2.4 Simulation may only be utilised as an assessment method for competence based Learning Outcomes where this is specified in the assessment requirements of the unit'.

2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

### **3. Internal Quality Assurance**

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

### **4. Definitions**

#### **4.1 Occupationally competent:**

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

#### **4.2 Occupationally knowledgeable:**

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

#### **4.3 Qualified to make assessment decisions:**

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

#### **4.4 Qualified to make quality assurance decisions:**

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

#### **4.5 Expert witness:**

An expert witness must:

- have a working knowledge of the RQF units on which their expertise is based
- be occupationally competent in their area of expertise.

- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

## **Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence**

**Version 2.6**

**October 2012**

### **1. Introduction**

1.1 Skills for Health is the Sector Skills Council (SSC) for the UK health sector.

1.2 This document sets out those principles and approaches to Qualifications and Credit Framework (RQF) unit/qualification assessment not already described in the Regulatory Arrangements for the RQF. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 These principles apply to qualifications and the units therein that assess occupational competence i.e. those under Purpose D.

### **2. Assessment Principles**

2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.

2.2 Assessment decisions for competence based units must be made by an occupationally competent assessor primarily using evidence generated in the workplace during the learners normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.

2.3 Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualification's assessment strategy. Where the Awarding Organisation requires that the assessor holds, or is working toward, a formal RQF qualification, that qualification should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect the assessor to hold or be working toward a formal qualification we would expect that Awarding Organisation to ensure that the assessor meets the same standards of assessment practice as set out in the Learning and Development National Occupational Standard 09 Assess learner achievement.

2.4 Competence based units must include direct observation in the workplace as the primary source of evidence.

2.5 Simulation may only be utilised as an assessment method for learning outcomes that start with 'be able to' where this is specified in the assessment requirements of the unit. The use of simulation should be restricted to obtaining evidence where the evidence cannot be

generated through normal work activity. Where this may be the case the use of simulation in the unit assessment strategy will be agreed with Skills for Health.

2.6 Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.7 Assessment decisions for knowledge only units must be made by an assessor qualified to make the assessment decisions as defined in the unit assessment strategy.

### **3. Internal Quality Assurance**

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

3.2 Skills for Health would expect that where the Awarding Organisation requires those responsible for internal quality assurance to hold formal RQF qualifications that these would be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect those responsible for internal quality assurance to hold or be working toward a formal RQF qualification we would expect that Awarding Organisation to ensure that those responsible for internal quality assurance meet the standard of practice set out in the Learning and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.

### **4. Definitions**

#### **4.1 Occupationally competent:**

This means that each assessor must be capable of carrying out the full requirements within the competence unit/s they are assessing. Occupational competence must be at unit level which might mean different assessors across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

#### **4.2 Occupationally knowledgeable:**

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

#### **4.3 Qualified to make assessment decisions:**

This means that each assessor must hold a relevant qualification or be assessing to the standard specified in the unit/qualification assessment strategy.

#### 4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

#### 4.5 Expert witness:

An expert witness must:

- have a working knowledge of the RQF units on which their expertise is based;
- be occupationally competent in their area of expertise;
- have EITHER a qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Training and Development Agency for Schools RQF Assessment Principles

## **1. Introduction**

1.1 The Training and Development Agency for Schools (TDA) is the sector body for the school workforce in England. The TDA's vision for qualifications for school support staff was set out in its Sector Qualification Strategy for school support staff which was published in January 2009 after widespread consultation with the sector.

1.2 These Assessment Principles set out the approaches to RQF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework issued by Ofqual. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.

1.3 These principles are derived from those developed by Skills for Care and Development (SfCD). A large number of units covered by the SfCD assessment principles are included in qualifications for the children's workforce in schools to support integrated ways of working and workforce mobility. Consistency of approach in assessment across units developed by different sectors will support awarding organisations to develop clear and fit for purpose assessment methodologies.

1.4 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the RQF arrangements.

1.5 These principles apply to those units developed by the TDA. Units included in qualifications for school based staff that have been developed by other Sector Skills Councils or Sector Bodies will need to be assessed in accordance with any assessment principles and requirements set by those organisations.

## **2. Assessment Principles**

2.1. Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

2.2 Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.

2.3 Competence based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.

2.5 Expert witnesses can be used for direct observation where:

- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature.

The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based assessment criteria must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based assessment criteria must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

### **3. Internal Quality Assurance**

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions as determined by the Awarding Organisation.

### **4. Definitions**

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should have relevant knowledge and understanding, and be able to assess this in units:

- designed to test specific knowledge and understanding, or
- where knowledge and understanding are components of competency.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

Awarding Organisations must ensure that those making assessment decisions have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications.

4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

#### 4.5 Expert witness:

An expert witness must:

- have a working knowledge of the RQF units for which they are providing witness testimony
- be occupationally competent in their area of expertise
- have EITHER any qualification that includes assessment of workplace performance AND/OR a professional work role which involves evaluating the everyday practice of staff.

## **Qualification structure**

Learners must achieve 30 credits to achieve this qualification. 24 credits must be achieved from mandatory Group A, a maximum of 3 credits must be achieved from optional Group B and a minimum of 3 credits from optional Group C.

The total Guided Learning Hours (GLH) for this qualification is 180-192

## **Unit Structures**

All units are listed below

### Mandatory unit

Unit ref	Unit title	Level	Credit value	GLH
D/601/3321	Equality, diversity and inclusion in work with children and young people	2	2	15
D/601/7403	Maintain and support relationships with children and young people	2	3	15
F/601/3313	Communication and professional relationships with children, young people and adults	2	2	15
H/601/3305	Child and young person development	2	2	15
K/601/3323	Safeguarding the welfare of children and young people	2	3	20
T/601/7407	Support children and young people's positive behaviour	2	2	15
T/601/7410	Support children and young people's health and safety	2	3	15
A/601/7411	Support learning activities	2	4	25
T/601/7391	Help improve own and team practice in schools	2	3	15

### Optional Group B

Unit ref	Unit title	Level	Credit value	GLH
A/601/3326	Schools as organisations	3	3	15
T/601/3325	Schools as organisations	2	3	20

### Optional Group C

Unit ref	Unit title	Level	Credit value	GLH
A/601/6579	Support the use of information and communication technology for teaching and learning	2	2	12
K/601/6500	Provide displays in schools	2	3	15
L/601/7414	Contribute to supporting bilingual learners	2	2	12
A/601/6517	Support children and young people at meal or snack times	2	3	18
D/601/6526	Support children and young people with disabilities and special educational needs	2	4	26
D/601/9023	Provide support for therapy sessions	2	2	14
M/601/6577	Support extra-curricular activities	2	3	15
T/601/6564	Support children and young people's play and leisure	2	3	16
Y/601/6573	Support children and young people's travel outside of the setting	2	3	22
Y/601/7416	Invigilate tests and examinations	3	3	19
D/601/7417	Prepare and maintain learning environments	2	3	18
A/601/4072	Support assessment for learning	3	4	20
J/601/8027	Move and position individuals in accordance with their plan of care	2	4	26



<b>Title:</b>	<b>D/601/3321 Equality, diversity and inclusion in work with children and young people</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the importance of promoting equality and diversity in work with children and young people	1.1 Identify the current legislation and codes of practice relevant to the promotion of equality and valuing of diversity 1.2 Describe the importance of supporting the rights of all children and young people to participation and equality of access 1.3 Describe the importance and benefits of valuing and promoting cultural diversity in work with children and young people
2. Understand the impact of prejudice and discrimination on children and young people	2.1 Describe ways in which children and young people can experience prejudice and discrimination 2.2 Describe the impact of prejudice and discrimination on children and young people 2.3 Assess how own attitudes, values and behaviour could impact on work with children and young people 2.4 Describe the importance of promoting anti-discriminatory practice in work with children and young people 2.5 Describe how to challenge discrimination
3. Understand inclusion and inclusive practices in work with children and young people	3.1 Describe what is meant by inclusion and inclusive practices 3.2 Describe features of an inclusive setting for children and young people 3.3 Describe how inclusion works in own sector of the children's workforce
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit provides knowledge and understanding of policies and practices to promote equality, diversity and inclusion in work with children and young people.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>STL1 Provide support for learning activities</p> <p>STL11 Contribute to supporting bilingual/multilingual pupils</p> <p>STL12 Support a child with disabilities or special educational needs (CCLD 209)</p> <p>Introductory training materials:</p> <p>Inclusion</p>



<b>Title:</b>	<b>D/601/7403 Maintain and support relationships with children and young people</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Be able to communicate with children and young people.	1.1 <b>Communicate</b> with children and young people in a way that is appropriate to the individual, using both conventional language and body language 1.2 Actively listen to children and young people and value what they say, experience and feel 1.3 Check that children and young people understand what is communicated
2. Be able to develop and maintain relationships with children and young people	2.1 Demonstrate how to establish rapport and respectful, trusting relationships with children and young people 2.2 Give attention to individual children and young people in a way that is fair to them and the group as a whole 2.3 Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns 2.4 Provide children and young people with reasons for actions when appropriate 2.5 Encourage children and young people to make choices for themselves
3. Be able to support relationships between children and young people and others in the setting	3.1 Support children and young people to communicate effectively with others 3.2 Encourage children and young people to understand other people's individuality, diversity and differences

	<p>3.3 Help children and young people to understand and respect other people's feelings and points of view</p> <p>3.4 Support children and young people to develop group agreements about the way they interact with others</p> <p>3.5 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves</p>
<p><b>Additional information about this unit</b></p> <p><b>Communicate:</b></p> <ul style="list-style-type: none"> <li>• verbally</li> <li>• non-verbally</li> <li>• informally</li> <li>• formally</li> </ul>	
<b>Unit aim (s)</b>	<p>This unit covers the competence required to maintain and support relationships with children and young people. It requires demonstration of competence in communicating with children and young people, developing and maintaining relationships with children and young people, and supporting relationships between children and young people and others in the work setting.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with the TDA assessment principles.</p> <p>All of the assessment criteria must be assessed in the workplace.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	N/A

<b>Title:</b>	<b>F/601/3313 Communication and professional relationships with children, young people and adults</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know how to interact with and respond to children and young people	1.1 Describe how to establish respectful, professional relationships with children and young people 1.2 Describe with examples how to behave appropriately for a child or young person's stage of development 1.3 Describe how to deal with disagreements between children and young people 1.4 Describe how own behaviour could: <ul style="list-style-type: none"> <li>• promote effective interactions with children and young people</li> <li>• impact negatively on interactions with children and young people</li> </ul>
2. Know how to interact with and respond to adults	2.1 Describe how to establish respectful, professional relationships with adults 2.2 Describe the importance of adult relationships as role models for children and young people
3. Know how to communicate with children, young people and adults	3.1 Describe how communication with children and young people differs across different age ranges and stages of development 3.2 Describe the main differences between communicating with adults and communicating with children and young people 3.3 Identify examples of communication difficulties that may exist 3.4 Describe how to adapt communication to meet different communication needs 3.5 Describe how to deal with disagreements between <ul style="list-style-type: none"> <li>• the practitioner and children and young people</li> </ul>

	<ul style="list-style-type: none"> <li>the practitioner and other adults</li> </ul>
4. Know about current legislation, policies and procedures for confidentiality and sharing information, including data protection	<p>4.1 Identify relevant legal requirements and procedures covering confidentiality, data protection and the disclosure of information</p> <p>4.2 Describe the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this</p> <p>4.3 Identify the kinds of situations when confidentiality protocols must be breached</p>
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit provides the knowledge and understanding that underpins effective communication and professional relationships with children, young people and adults.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>STL4 Contribute to positive relationships (CCLD 201)</p> <p>SWiS 2.2 Explore school values, policies, roles and responsibilities</p> <p>Introductory training materials: Promoting positive behaviour</p>



<b>Title:</b>	<b>H/601/3305 Child and young person development</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know the main stages of child and young person development	<p>1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include:</p> <ul style="list-style-type: none"> <li>• physical development</li> <li>• communication and intellectual development</li> <li>• social, emotional and behavioural development</li> </ul> <p>1.2 Describe with examples how different aspects of development can affect one another</p>
2. Understand the kinds of influences that affect children and young people's development	<p>2.1 Describe with examples the kinds of influences that affect children and young people's development including:</p> <ul style="list-style-type: none"> <li>• background</li> <li>• health</li> <li>• environment</li> </ul> <p>2.2 Describe with examples the importance of recognising and responding to concerns about children and young people's development</p>
3. Understand the potential effects of transitions on children and young people's development	<p>3.1 Identify the transitions experienced by most children and young people</p> <p>3.2 Identify transitions that only some children and young people may experience, e.g. bereavement</p> <p>3.3 Describe with examples how transitions may affect children and young people's behaviour and development</p>
<b>Additional information about this unit</b>	
N/A	

<b>Unit aim (s)</b>	This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>STL2 Support children’s development (CCLD 203)</p> <p>SWiS 2.1 Explore and respond to the needs of pupils</p> <p>Introductory training materials:</p> <p>Role and context</p> <p>Understanding how children learn</p>

<b>Title:</b>	<b>K/601/3323 Safeguarding the welfare of children and young people</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety 1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people
2. Know what to do when children or young people are ill or injured, including emergency procedures	2.1 Identify the signs and symptoms of common childhood illnesses 2.2 Describe the actions to take when children or young people are ill or injured 2.3 Identify circumstances when children and young people might require urgent medical attention 2.4 Describe the actions to take in response to emergency situations including: <ul style="list-style-type: none"> <li>• fires</li> <li>• security incidents</li> <li>• missing children or young people</li> </ul>
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	3.1 Identify the characteristics of different types of child abuse 3.2 Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies

	<p>3.3 Describe actions to take in response to <b>evidence or concerns</b> that a child or young person has been abused, harmed (including self-harm) or bullied, or maybe at risk of harm, abuse or bullying</p> <p>3.4 Describe the actions to take in response to <b>concerns that a colleague</b> may be:</p> <ul style="list-style-type: none"> <li>• failing to comply with safeguarding procedures</li> <li>• harming, abusing or bullying a child or young person</li> </ul> <p>3.5 Describe the principles and boundaries of confidentiality and when to share information</p>
<p><b>Additional information about this unit</b></p> <p>Evidence or concerns that a child or young person has been abused, harmed or bullied, or maybe at risk of harm, abuse or bullying includes:</p> <ul style="list-style-type: none"> <li>• Disclosure</li> <li>• Allegations</li> <li>• signs and indicators of abuse</li> </ul> <p>Concerns about a colleague should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection</p>	
<b>Unit aim (s)</b>	This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit needs to be assessed in line with the Skills for Care and Development RQF Assessment principles.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>STL3 Help to keep children safe (CCLD202)</p> <p>SWiS 2.1 Explore and respond to the needs of pupils</p> <p>Introductory training materials:</p> <ul style="list-style-type: none"> <li>• Role and context</li> <li>• ICT</li> </ul>

<b>Title:</b>	<b>T/601/7407 Support children &amp; young people's positive behaviour</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Know the <b>policies and procedures</b> of the setting for promoting children and young people's positive behaviour	1.1 Describe the <b>policies and procedures</b> of the setting relevant to promoting children and young people's positive behaviour. 1.2 Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the <b>policies and procedures</b> of the setting.
2. Be able to support positive behaviour	2.1 Describe the benefits of encouraging and rewarding positive behaviour. 2.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour. 2.3 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour. 2.4 Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting.
3. Be able to respond to <b>inappropriate behaviour</b> .	3.1 Select and apply agreed strategies for dealing with <b>inappropriate behaviour</b> . 3.2 Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred.

**Additional information about this unit**

**Policies and procedures** of the setting relevant to promoting positive behaviour e.g:

- behaviour policy
- code of conduct
- rewards and sanctions
- dealing with conflict and inappropriate behaviour
- anti-bullying
- attendance

**Inappropriate behaviour** is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse.

<b>Unit aim (s)</b>	This unit provides the knowledge, understanding and skills required to support children and young people’s positive behaviour. It requires demonstration of competence in supporting positive behaviour and responding to inappropriate behaviour.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with the TDA assessment principles.  Assessment criteria 2.2, 2.3, 2.4 and 3.1 must be assessed in the workplace.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	STL3 Help to keep children safe (CCLD202) STL19 Promote positive behaviour Introductory training materials: Promoting positive behaviour

<b>Title:</b>	<b>T/601/7410 Support children and young people's health and safety</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Know the legislative and policy framework for health and safety	1.1 Describe how current health and safety legislation, policies and procedures are implemented in the setting 1.2 Describe how health and safety is monitored and maintained in the setting 1.3 Describe how people in the setting are made aware of risks and hazards and encouraged to work safely 1.4 Identify the lines of responsibility and reporting for health and safety in the setting
2. Be able to recognise and manage risks to children and young people's health, safety and security	2.1 Demonstrate how to identify <b>potential hazards to the health, safety and security of children and young people</b> 2.2 Demonstrate how to deal with hazards to minimise risks to the health, safety and security of children and young people 2.3 Demonstrate ways of supporting children and young people to take responsibility for their own health, safety and security
3. Be able to support children and young people to assess and manage risk	3.1 Outline the importance of taking a <b>balanced approach to risk management</b> 3.2 Demonstrate ways of supporting children and young people to assess and manage risk for themselves

<p>4. Be able to respond to <b>emergency situations</b></p>	<p>4.1 Recognise and respond to emergency situations</p> <p>4.2 Follow the setting's procedures for dealing with <b>emergency situations</b></p> <p>4.3 Give reassurance and comfort to those involved in the emergency</p> <p>4.4 Give other people providing assistance clear information about what has happened</p> <p>4.5 Follow the procedures of the setting for reporting and recording accidents and emergencies</p>
<p><b>Additional information about this unit</b></p> <p><b>Potential hazards to the health, safety and security of children and young people eg:</b></p> <ul style="list-style-type: none"> <li>• physical</li> <li>• security</li> <li>• fire</li> <li>• food safety</li> <li>• personal safety</li> </ul> <p><b>Balanced approach to risk management:</b></p> <ul style="list-style-type: none"> <li>• taking into account the child or young person's age, needs and abilities</li> <li>• avoiding excessive risk taking</li> <li>• not being excessively risk adverse</li> <li>• recognising the importance of risk and challenge to children and young people's development</li> </ul> <p><b>Emergency situations</b> including:</p> <ul style="list-style-type: none"> <li>• accidents</li> <li>• illness</li> <li>• fires</li> <li>• security incidents</li> <li>• missing children or young people</li> </ul>	
<p><b>Unit aim (s)</b></p>	<p>This unit provides the knowledge, understanding and skills required to support the health and safety of children and young people. It requires demonstration of competence in recognising and dealing with risks in the work setting, supporting children and young people to assess and manage risk for themselves and responding to emergency situations.</p>

<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with the TDA assessment principles.</p> <p>Assessment criteria 2.1, 2.2, 2.3 and 3.2 must be assessed in the workplace. Simulation may be used for assessment criteria 4.1, 4.2, 4.3, 4.4 and 4.5.</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>CCLD202 (STL3) Help to keep children safe</p> <p>Supports progression to Children and Young People's Core Unit 3.4 Support children and young people's health and safety (level 3)</p>

<b>Title:</b>	<b>A/601/7411 Support learning activities</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>25</b>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Be able to support the teacher in planning learning activities	<p>1.1 Describe how a learning support practitioner may contribute to the planning, delivery and review of learning activities</p> <p>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</p> <p>1.3 Use own knowledge of the learners and curriculum to contribute to the teacher's planning</p> <p>1.4 Identify and obtain the <b>information required to support learning activities</b></p> <p>1.5 Identify and agree with the teacher the opportunities for using <b>information and communication</b> technology to support learning</p>
2. Be able to prepare for learning activities	<p>2.1 Select and prepare the <b>resources</b> 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>
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"> <li>• literacy skills</li> <li>• numeracy skills</li> <li>• ICT skills</li> </ul>

	3.4 Describe the sorts of <b>problems</b> that might occur when supporting learning activities and how to deal with these
4. Be able to observe and report on learner participation and progress	4.1 Apply skills and techniques for monitoring learners' responses to learning activities 4.2 Assess how well learners are participating in activities and the progress they are making 4.3 Record observations and assessments of learner participation and progress in the required format
5. Be able to support the evaluation of learning activities	5.1 Describe the importance of evaluating learning activities 5.2 Provide constructive feedback on learning activities in discussion with the teacher 5.3 Identify any difficulties encountered in supporting the learning activities 5.4 Provide the teacher with feedback on learners' participation and progress
6. Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT	6.1 Identify ways in which own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice 6.2 Identify opportunities to improve own knowledge, understanding and skills in literacy, numeracy and ICT

**Additional information about this unit**

**Information required to support learning activities** includes:

- 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, computers, software, digital cameras, interactive whiteboards as well as new technologies as they become available.

**Resources to support learning activities** includes

- materials
- equipment (including ICT)
- software
- books and other written materials

<p><b>Problems</b> may relate to:</p> <ul style="list-style-type: none"> <li>• the learning activities</li> <li>• the learning resources</li> <li>• the learning environment</li> <li>• the learners</li> </ul>	
<b>Unit aim (s)</b>	<p>This unit provides the knowledge, understanding and skills to support learning activities. It requires competence in supporting the planning, delivery, assessment and review cycle.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with the TDA assessment principles.</p> <p>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.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>STL1 Provide support for learning activities</p> <p>STL6 Support literacy and numeracy development</p> <p>STL8 Use information and communication technology to support pupils' learning</p> <p>STL9 Observe and report on pupil performance</p> <p>Introductory training materials for teaching assistants:</p> <p>Role and context</p> <p>Literacy</p> <p>Mathematics</p> <p>ICT</p> <p>Science</p>

<b>Title:</b>	<b>T/601/7391 Help improve own and team practice in schools</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Be able to reflect on own practice	1.1 Take note of children and young people's responses to own practice 1.2 Ask for constructive feedback on own practice from colleagues 1.3 Take note of responses to own practice from others 1.4 Evaluate all aspects of own practice
2. Be able to improve own practice	2.1 Identify possible development opportunities relevant to improving own practice 2.2 Describe the importance of continuing professional development 2.3 Work with an appropriate person to: <ul style="list-style-type: none"> <li>• identify own strengths, and areas where practice could improve</li> <li>• plan ways in which practice could improve</li> <li>• identify goals and targets</li> </ul> 2.4 Take part in continuing professional development that is relevant to own goals and targets 2.5 Review own personal development 2.6 Identify new areas of skill and knowledge to achieve new goals and targets
3. Understand the work of the team	3.1 Describe why team work is important in schools 3.2 Describe the purpose and objectives of the team in which they work 3.3 Describe own role and responsibilities and those of others in the team 3.4 Describe the importance of respecting the skills and expertise of other practitioners

<p>4. Be able to support the work of the team</p>	<p>4.1 Support the purpose and objectives of the team            4.2 Carry out own role and responsibilities within the team            4.3 Communicate clearly with team members and others, making sure they have the information they need            4.4 Interact with others in a way that supports good team work            4.5 Identify and suggest ways in which the team could improve its work, challenging existing practice where necessary            4.6 Respond to differences of opinion and conflict constructively            4.7 Seek advice and support from relevant people when needed</p>
<p><b>Additional information about this unit</b> N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit provides the knowledge, understanding and skills required to help improve own and team practice in schools. It requires demonstration of competence in reflecting on and improving own practice, and supporting the work of the team.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>Assessment criteria 1.1, 1.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5 and 4.7 must be assessed in the workplace. Simulation may be used for assessment criterion 4.6.</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>STL5 Provide effective support for your colleagues</p>

<b>Title:</b>	<b>A/601/3326 Schools as organisations</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know the structure of education from early years to post-compulsory education	1.1 Summarise entitlement and provision for early years education 1.2 Explain the characteristics of the different types of schools in relation to educational stage(s) and school governance 1.3 Explain the post 16 options for young people and adults
2. Understand how schools are organised in terms of roles and responsibilities	2.1 Explain the strategic purpose of: <ul style="list-style-type: none"> <li>• school governors</li> <li>• senior management team</li> <li>• other statutory roles e.g. SENCO</li> <li>• teachers</li> <li>• support staff roles</li> </ul> 2.2 Explain the roles of external professionals who may work with a school e.g. educational psychologist
3. Understand school ethos, mission, aims and values	3.1 Explain how the ethos, mission, aims and values of a school may be reflected in working practices 3.2 Evaluate methods of communicating a school's ethos, mission, aims and values
4. Know about the legislation affecting schools	4.1 Summarise the laws and codes of practice affecting work in schools 4.2 Explain how legislation affects how schools work 4.3 Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including: <ul style="list-style-type: none"> <li>• general bodies such as the Health and Safety Executive</li> <li>• school specific regulatory bodies</li> </ul>

<p>5. Understand the purpose of school policies and procedures</p>	<p>5.1 Explain why schools have policies and procedures</p> <p>5.2 Summarise the policies and procedures schools may have relating to:</p> <ul style="list-style-type: none"> <li>• staff</li> <li>• pupil welfare</li> <li>• teaching and learning</li> <li>• equality, diversity and inclusion</li> <li>• parental engagement</li> </ul> <p>5.3 Evaluate how school policies and procedures may be developed and communicated</p>
<p>6. Understand the wider context in which schools operate</p>	<p>6.1 Summarise the roles and responsibilities of national and local government for education policy and practice</p> <p>6.2 Explain the role of schools in national policies relating to children, young people and families</p> <p>6.3 Explain the roles of other organisations working with children and young people and how these may impact on the work of schools</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit aims to prepare the learner for working in a school. It covers knowledge and understanding of the structure of education, how schools are organised, school ethos, mission, aims and values, legislative and policy frameworks and the wider context in which schools operate.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>SWiS 3.2 Support the ethos, policies and working practices of the school</p> <p>Introductory training materials:</p> <p>Role and context</p>

<b>Title:</b>	<b>T/601/3325 Schools as organisations</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>20</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know the different types of schools in the education sector	1.1 Identify the main types of state and independent schools 1.2 Describe the characteristics of the different types of schools in relation to educational stage(s) and school governance
2. Know how schools are organised in terms of roles and responsibilities	2.1 Describe roles and responsibilities of: <ul style="list-style-type: none"> <li>• school governors</li> <li>• senior management team</li> <li>• other statutory roles e.g. SENCO</li> <li>• teachers</li> <li>• support staff</li> </ul> 2.2 Describe the roles of external professionals who may work with a school e.g. educational psychologist
3. Understand how schools uphold their aims and values	3.1 Define the meaning of: <ul style="list-style-type: none"> <li>• aims</li> <li>• values</li> </ul> 3.2 Describe with examples how schools may demonstrate and uphold their aims 3.3 Describe with examples how schools may demonstrate and uphold their values
4. Know about the laws and codes of practice that affect work in schools	4.1 Identify the laws and codes of practice affecting work in schools 4.2 Describe how laws and codes of practice promote pupil wellbeing and achievement



<p>5. Know about the range and purpose of school policies and procedures</p>	<p>5.1 Describe why schools have policies and procedures</p> <p>5.2 Identify the policies and procedures schools may have relating to:</p> <ul style="list-style-type: none"> <li>• staff</li> <li>• pupil welfare</li> <li>• teaching and learning</li> </ul>
<p>6. Know about the wider context in which schools operate</p>	<p>6.1 Identify the roles and responsibilities of national and local government for education policy and practice</p> <p>6.2 Describe the role of schools in national policies relating to children, young people and families</p> <p>6.3 Describe the roles of other organisations working with children and young people and how these may impact on the work of schools</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit aims to prepare the learner for working in a school. It covers knowledge and understanding of the school context.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>N/A</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>SWiS 2.2 Explore school values, policies, roles and responsibilities</p> <p>Introductory training materials:</p> <p>Role and context</p>

<b>Title:</b>	<b>A/601/6579 Support the use of information and communication technology for teaching and learning</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>12</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know the policy and procedures for the use of ICT for teaching and learning	1.1 Describe the setting's policy for the use of ICT for teaching and learning 1.2 Identify the ICT resources used for teaching and learning within the setting 1.3 Outline relevant legislation, regulations and guidance in relation to the use of ICT e.g. software licensing 1.4 Describe the setting's procedures for dealing with faulty ICT equipment 1.5 Describe the requirements and procedures for storage and security of ICT resources in the setting
2. Be able to prepare ICT resources for use in teaching and learning	2.1 Follow the manufacturers' and safety instructions for setting up ICT resources 2.2 Describe the risks associated with ICT resources and how to minimise them 2.3 Identify and obtain accessories, consumables and information needed to use ICT resources 2.4 Use screening devices to prevent access to unsuitable material via the internet 2.5 Identify and resolve common problems with ICT resources
3. Be able to support the use of ICT for teaching and learning	3.1 Operate ICT resources correctly and safely when asked to do so 3.2 Give clear guidance and instructions on the use of ICT resources 3.3 Provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-confidence and encourage self-help skills in the use of ICT

	<p>3.4 Monitor the safe use of ICT resources, including internet access, and intervene promptly where actions may be dangerous</p> <p>3.5 Describe the sorts of problems that might occur when supporting learners using ICT and how to deal with these</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit covers the knowledge and skills needed for supporting the use of ICT for teaching and learning. It requires demonstration of competence in preparing ICT resources to support teaching and learning and supporting the teacher, colleagues and learners to use ICT resources safely and effectively.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>Assessment criteria 2.3, 2.4, 3.1, 3.2, 3.3 and 3.4 must be assessed in the workplace.</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>STL7 Support the use of information and communication technology for teaching and learning</p> <p>Introductory training materials:</p> <p>ICT</p>

<b>Title:</b>	<b>K/601/6500 Provide displays in schools</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the school policy and procedures for displays	1.1 Describe the school policy for displays 1.2 Describe the importance and purposes of displays in the school 1.3 Describe how displays are used in the learning process 1.4 Describe the requirements and procedures for carrying out a risk assessment for displays
2. Be able to design displays	2.1 Plan the design and content of the display to meet an agreed purpose 2.2 Involve pupils in planning the design and content of the display 2.3 Encourage pupils to develop materials for the display 2.4 Select and create materials relevant to the purpose of the display
3. Be able to set up displays	3.1 Locate the display in an appropriate and accessible place for users 3.2 Display all relevant material 3.3 Use clear labelling and layout to acknowledge and celebrate pupils' work 3.4 Check that the display meets relevant health, safety, security and access requirements
4. Be able to maintain displays	4.1 Identify the optimum time duration for the display by reference to its theme, purpose and materials used 4.2 Maintain the display in a tidy, clean and correctly laid out condition 4.3 Monitor the display for stability and safety and take appropriate action if required 4.4 Assess the display regularly for its continuing usefulness and attractiveness 4.5 Add to, amend and up-date the display as required by its theme and use

5. Be able to dismantle displays	<p>5.1 Dismantle the display as soon as it is no longer required</p> <p>5.2 Store or return materials and equipment used in the display in accordance with school policy and procedures</p> <p>5.3 Dispose of waste materials safely and with due regard to recycling opportunities and sustainable development</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<b>Unit aim (s)</b>	<p>This unit provides the knowledge, understanding and skills required to provide displays in schools. It requires demonstration of competence in designing, setting up, maintaining and dismantling displays as well as involving pupils in the design and development of displays.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with the TDA assessment principles.</p> <p>Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2 and 5.3 must be assessed in the workplace.</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	<p>STL16 Provide displays (IL3/10)</p>

<b>Title:</b>	<b>L/601/7414 Contribute to supporting bilingual learners</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>12</b>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Be able to interact with <b>bilingual learners</b>	<p>1.1 Interact with <b>bilingual learners</b> in a way that demonstrates:</p> <ul style="list-style-type: none"> <li>• respect for their first or home language(s), values, culture and beliefs</li> <li>• sensitivity to individual needs</li> </ul> <p>1.2 Use language and vocabulary which is appropriate to the learner's age, level of understanding and proficiency in the <b>target language</b></p>
2. Be able to support <b>bilingual learners</b> to develop skills in the <b>target language</b>	<p>2.1 Use knowledge of the needs and interests of individual learners to support development of the <b>target language</b></p> <p>2.2 Use a range of techniques for supporting learners in developing language skills in the <b>target language</b></p> <p>2.3 Show ways of encouraging and supporting bilingual learners to interact with others using the <b>target language</b></p>
3. Be able to support <b>bilingual learners</b> during learning activities	<p>3.1 Select learning resources to meet the needs of <b>bilingual learners</b></p> <p>3.2 Apply skills and techniques for including <b>bilingual learners</b> in learning activities</p> <p>3.3 Use appropriate <b>techniques to support the learning and language development needs of individual learners</b></p> <p>3.4 Provide feedback to the teacher on the learner's participation and progress in relation to:</p> <ul style="list-style-type: none"> <li>• the learning activities</li> <li>• language development</li> </ul>

**Additional information about this unit**

**Bilingual learners** are those who have been exposed to two or more languages. The term encompasses both those who are newly arrived and who are new to the language used to deliver the curriculum, and those more advanced bilingual learners who can communicate confidently in the language used to deliver the curriculum but need further support with language use in academic contexts.

**Target language** is the additional or second language needed by bilingual learners to access the curriculum i.e. English as an additional language (EAL) or Welsh/Gaeilge as a second language.

**Techniques to support the learning and language development needs of individual learners eg:**

- introducing, explaining and illustrating key vocabulary related to subject content
- scaffolding writing tasks, for example modelling writing action (such as correct letter formation), matching, sequencing, providing writing frames and word banks
- scaffolding oracy, for example using frameworks for talking and active listening tasks
- modelling oral and written language to support acquisition
- integrating speaking, listening, reading and writing in the target language, and using one language skill to support and reinforce another
- reinforcing language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning
- encouraging learner responses and promoting interaction using different forms of questioning
- using culturally accessible learning materials
- using peer support to promote thinking and talking in first languages to support understanding

**Unit aim (s)**

This unit provides the knowledge, understanding and skills to support bilingual learners. It is suitable for those who provide support for English as an additional language (EAL), or Welsh or Gaeilge as a second language. The unit requires demonstration of competence in supporting bilingual learners in language development and learning in the appropriate second or additional language.

<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with the TDA assessment principles.</p> <p>All of the assessment criteria must be assessed in the workplace</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>STL11 Contribute to supporting bilingual/multilingual pupils</p> <p>Introductory training materials for teaching assistants:</p> <p>Inclusion</p>



<b>Title:</b>	<b>A/601/6517 Support children and young people at meal or snack times</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>18</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Know the principles of healthy eating for children and young people.	1.1 Outline the nutritional requirements of a healthy diet for children and young people 1.2 Describe examples of healthy meals and snacks for children and young people 1.3 Describe how culture, religion and health conditions impact on food choices
2. Know the benefits of healthy eating for children and young people	2.1 Describe the benefits of healthy eating for children and young people 2.2 Describe the possible consequences of an unhealthy diet 2.3 Describe how to recognise and deal with allergenic reactions to food 2.4 Describe where to get advice on dietary concerns
3. Know how to encourage children and young people to make healthier food choices	3.1 Describe the food policy of the setting 3.2 Describe with examples ways of encouraging children and young people: <ul style="list-style-type: none"> <li>• to make <b>healthier food choices</b></li> <li>• to eat the food provided for them</li> </ul>
4. Be able to support hygiene during meal and snack times	4.1 Explain the importance of personal hygiene at meal and snack times 4.2 Demonstrate good hygiene practice in relation to own role in food handling and waste disposal 4.3 Demonstrate ways of encouraging children and young people's personal hygiene at meal and snack times

<p>5. Be able to support the code of conduct and policies for meal and snack times</p>	<p>5.1 Describe the setting's <b>code of conduct and policies</b> for meal and snack times</p> <p>5.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour in the dining area including table manners</p> <p>5.3 Apply skills and techniques for dealing with inappropriate behaviour in the dining area</p>
<p><b>Additional information about this unit</b></p> <p><b>Healthier food choices</b> in relation to:</p> <ul style="list-style-type: none"> <li>• meals provided in the setting</li> <li>• packed lunches</li> <li>• snacks</li> <li>• meals and snacks purchased off-site</li> </ul> <p><b>Code of conduct and policies</b> for meal and snack times e.g:</p> <ul style="list-style-type: none"> <li>• entry to and exit from the dining area</li> <li>• collecting/serving food</li> <li>• noise levels</li> <li>• conduct in the dining area</li> <li>• conduct at the table</li> <li>• clearing away</li> <li>• sustainability</li> </ul>	
<p><b>Unit aim (s)</b></p>	<p>This unit provides the knowledge, understanding and skills required to support children and young people at meal or snack times. It covers the principles of healthy eating and requires demonstration of competence in supporting hygiene and positive behaviour at meal and snack times.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with the TDA assessment principles.</p> <p>Assessment criteria 4.2, 4.3, 5.2 and 5.3 must be assessed in the workplace.</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>



<b>Title:</b>	<b>D/601/6526 Support children and young people with disabilities and special educational needs</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>26</b>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Know the rights of disabled children and young people and those with special educational needs	1.1 Outline the legal entitlements of disabled children and young people and those with special educational needs 1.2 Describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs 1.3 Describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs 1.4 Describe the purpose of individual plans for disabled children and young people and those with special educational needs 1.5 Describe the principles of working inclusively with disabled children and young people and those with special educational needs
2. Understand the disabilities and/or special educational needs of children and young people in own care	2.1 Describe the relationship between disability and special educational needs 2.2 Describe the nature of the particular disabilities and/or special educational needs of children and young people with whom they work 2.3 Describe the special provision required by children and young people with whom they work
3 Be able to contribute to the inclusion of children and young people with disabilities and special educational needs	3.1 Obtain information about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work



	<p>3.2 Identify barriers to participation for disabled children and young people and those with special educational needs with whom they work</p> <p>3.3 Work with children, young people and others to remove barriers to participation</p> <p>3.4 Demonstrate ways of supporting inclusion and inclusive practices in own work with disabled children and young people and those with special educational needs</p>
<p>4 Be able to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences</p>	<p>4.1 Identify and implement adaptations that can be made to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences provided by the setting</p> <p>4.2 Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences</p> <p>4.3 Demonstrate ways of supporting participation and equality of access for disabled children and young people and those with special educational needs</p> <p>4.4 Work in partnership with children, young people and others to review and improve activities and experiences provided for disabled children and young people and those with special educational needs</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit provides the knowledge and skills to support disabled children and young people and those with special educational needs. It covers understanding the rights and needs of disabled children and young people and those with special educational needs and supporting their inclusion and participation in the full range of activities and experiences provided by the setting.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with the TDA assessment principles.</p> <p>Assessment criteria 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 4.4 must be assessed in the workplace.</p>

<b>Details of the relationship of the unit and relevant national occupational standards</b>	STL12 Support a child with disabilities or special educational needs (CCLD 209)  STL38 Support children with disabilities or special educational needs (CCLD 321)  Introductory training materials:  Inclusion
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<b>Title:</b>	<b>D/601/9023 Provide support for therapy sessions</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>14</b>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the benefits of therapy sessions	1.1 Identify different types of therapy sessions in which an individual may participate 1.2 Describe how therapy sessions can benefit an individual
2. Be able to prepare for <b>therapy sessions</b>	2.1 Establish own responsibilities in preparing for a <b>therapy session</b> 2.2 Identify with the <b>individual</b> their preferences and requirements for the therapy session 2.3 Follow instructions to prepare the environment, materials, equipment and self for the session
3. Be able to provide support in <b>therapy sessions</b>	3.1 Provide support during a <b>therapy session</b> that takes account of: <ul style="list-style-type: none"> <li>• the therapist's directions</li> <li>• the <b>individual's</b> preferences and requirements</li> </ul> 3.2 Promote the active participation of the <b>individual</b> during the session 3.3 Describe ways to overcome fears or concerns an <b>individual</b> may have about a therapy session
4. Be able to observe and record <b>therapy sessions</b>	4.1 Agree what observations need to be carried out during <b>therapy sessions</b> 4.2 Agree how observations will be recorded 4.3 Carry out agreed observations 4.4 Record agreed observations as required
5. Be able to contribute to the review of <b>therapy sessions</b>	5.1 Contribute to a review of <b>therapy sessions</b> to identify issues and progress 5.2 Contribute to agreeing changes to <b>therapy sessions</b> with the <b>individual</b> and others

**Additional information about this unit**

Therapy sessions may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy

An individual is someone requiring care or support

Others may include:

- therapist
- line manager
- family
- friends
- advocates
- others who are important to the individual's well-being

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

<b>Unit aim (s)</b>	This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals participating in therapy sessions. It covers preparation, support, observation, recording and review of therapy sessions.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.  Learning outcomes 2, 3, 4 and 5 must be assessed in a real work situation.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	This unit links to NOS HSC212.



<b>Title:</b>	<b>M/601/6577 Support extra-curricular activities</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Be able to prepare for extra-curricular activities	1.3 Describe the aims and content of the extra-curricular activity 1.4 Obtain equipment and resources for the activity 1.5 Prepare the environment for the safe conduct of the activity 1.6 Support children and young people to prepare for the activity
2. Be able to deliver extra-curricular activities	2.1 Interact with children and young people in a way that makes them feel welcome and at ease 2.2 Comply with organisational procedures for: <ul style="list-style-type: none"> <li>• checking the children and young people present</li> <li>• making sure children and young people's dress and equipment are safe and appropriate</li> </ul> 2.3 Use skills and techniques for ensuring the children and young people understand the activity and what they will be doing 2.4 Use skills and techniques to engage and motivate children and young people to actively participate in extra-curricular activities 2.5 Recognise when children and young people need encouragement and/or help with activities 2.6 Provide children and young people with additional explanations and demonstrations when necessary
3. Be able to bring extra-curricular activities to an end	3.1 Prepare children and young people to finish their activities

	<p>3.2 Give the children and young people clear and supportive feedback on their participation and progress</p> <p>3.3 Encourage children and young people to say how they feel about activities and respond to their feelings appropriately</p> <p>3.4 Follow organisational procedures for:</p> <ul style="list-style-type: none"> <li>the safe and orderly departure of children and young people from the activity session</li> <li>clearing and storing equipment and resources</li> </ul>
4. Be able to reflect on own contribution to extra-curricular activities	4.5 Use feedback from children, young people and colleagues to reflect on and improve own contribution to extra-curricular activities
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit provides the knowledge, understanding and skills to support extra-curricular activities under the direction of the school. It requires demonstration of competence in preparing for extra-curricular activities, delivering activities and bringing activities to an end.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>This unit must be assessed in accordance with the TDA assessment principles.</p> <p>Assessment criteria 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3 and 3.4 must be assessed in the workplace</p>
<b>Details of the relationship of the unit and relevant national occupational standards</b>	STL53 Lead an extra-curricular activity

<b>Title:</b>	<b>T/601/6564 Support children and young people's play and leisure</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>16</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand the nature and importance of play and leisure	1.1 Describe the importance of play and leisure for children and young people 1.2 Describe how play and leisure contribute to children and young people's development 1.3 Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play 1.4 Describe the characteristics of freely chosen, self-directed play and leisure
2. Be able to support children and young people's play and leisure	2.1 Describe own role in supporting children and young people's play and leisure activities 2.2 Give attention to children and young people's play and leisure activities while being sensitive to own impact on activities 2.3 Undertake routine safety checks on areas used for children and young people's play and leisure before, during and after play and leisure activities 2.4 Supervise children and young people's play and leisure ensuring their safety 2.5 Interact with children and young people in a way that demonstrates: <ul style="list-style-type: none"> <li>• interest in what they they say, experience and feel</li> <li>• respect for their privacy and freedom to make choices for themselves</li> <li>• encouragement and praise for play and leisure activities</li> </ul>

<p>3. Be able to support children and young people in balancing risk and challenge</p>	<p>3.1 Outline the value of risk and challenge in children and young people’s play and leisure</p> <p>3.2 Describe with examples what is meant by unacceptable risk and challenge in children and young people’s play and leisure</p> <p>3.3 Describe why it is important for children and young people to manage risk and challenge for themselves</p> <p>3.4 Demonstrate ways of encouraging children and young people to manage risk and challenge in play and leisure activities for themselves</p>
<p>4. Be able to reflect on and improve own practice</p>	<p>4.1 Reflect on all aspects of own practice in supporting children and young people’s play and leisure</p> <p>4.2 Identify own strengths and areas where practice could improve</p> <p>4.3 Describe how own practice has been improved following reflection</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit provides the knowledge, understanding and skills required to support children and young people’s play and leisure. It requires demonstration of competence in supporting play and leisure activities, helping children and young people to manage risk and challenge and reflecting on and improving own practice.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with the TDA assessment principles.</p> <p>Assessment criteria 2.2, 2.3, 2.4, 2.5 and 3.4 must be assessed in the workplace</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>N/A</p>



<b>Title:</b>	<b>Y/601/6573 Support children and young people's travel outside of the setting</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>22</b>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Know the policy and procedures for children and young people's travel outside of the setting	1.1 Describe the organisational and legal requirements for children and young people's travel outside of the setting including adult/child ratio requirements 1.2 Describe the different travel arrangements which are appropriate to the individual needs of children and young people and the range of journeys which are being undertaken 1.3 Describe the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good time 1.4 Describe typical preparations which children and young people and those accompanying them on journeys would have to make for the range of journeys undertaken 1.5 Identify the kinds of issues that might occur when supporting children and young people's travel 1.6 Describe the contingency arrangements appropriate to the issues that may arise when children and young people are travelling
2. Be able to support the arrival and departure of children and young people	2.1 Obtain information about the children and young people to be dropped off/picked up 2.2 Communicate arrangements to colleagues when relevant 2.3 Remind children and young people about health and safety issues relating to arriving at and leaving the setting

	<p>2.4 Follow the organisational procedures for:</p> <ul style="list-style-type: none"> <li>• supervising the arrival and departure of children and young people</li> <li>• checking that all children and young people have been accounted for</li> <li>• dealing with any issues arising when children and young people are arriving at or leaving the setting</li> </ul>
<p>3. Be able to support children and young people during travel</p>	<p>3.1 Remind children and young people of agreed ways to keep safe during travel</p> <p>3.2 Respond to the needs of individual children and young people and offer help when required</p> <p>3.3 Follow organisational procedures for travel:</p> <ul style="list-style-type: none"> <li>• on foot</li> <li>• by public transport</li> <li>• by private transport</li> </ul> <p>3.4 Respond to children and young people's feelings and behaviour as they move from one environment to another</p> <p>3.5 Encourage children and young people to look after themselves and their belongings during travel</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	
<p><b>Unit aim (s)</b></p>	<p>This unit provides the knowledge, understanding and skills to support children and young people's travel outside of the setting. It requires competence in supporting the arrival and departure of children and young people and supporting them on journeys outside of the setting.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with the TDA assessment principles.</p> <p>Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.</p>

<b>Details of the relationship of the unit and relevant national occupational standards</b>	Based on SkillsActive play work unit 20 Support the travel of children and young people outside the play environment  STL59 Escort and supervise pupils on educational visits and out-of-school activities
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<b>Title:</b>	<b>Y/601/7416 Invigilate tests and examinations</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>19</b>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand policy and procedures for the conduct of tests and examinations	1.1 Explain the centre's tests and examinations policy 1.2 Explain the procedures and regulations for the conduct of external examinations and any inspection procedures related to this 1.3 Explain the sorts of <b>access arrangements</b> that may be required for candidates with additional needs 1.4 Explain the centre's procedures for responding to health, safety and security emergencies during a test or examination 1.5 Explain the reasons why a candidate may need to be supervised between tests and examinations
2. Be able to prepare for tests and examinations	2.1 Demonstrate the correct procedures for <b>setting up an examination room</b> 2.2 Identify and obtain supplies of authorised stationery and materials including the correct test or examination papers 2.3 Explain and demonstrate arrangements for the safe custody of question papers and other test or examination materials 2.4 Identify and comply with any <b>specific requirements for the test or examination and/or the candidates involved</b> 2.5 Identify and check any emergency communication system if available

<p>3. Be able to prepare candidates for tests and examinations</p>	<p>3.1 Explain the importance of having the examination room ready to admit candidates at the scheduled time</p> <p>3.2 Demonstrate the correct procedures for admitting candidates into the room</p> <p>3.3 Perform the necessary checks for:</p> <ul style="list-style-type: none"> <li>• verifying the identity of the candidates</li> <li>• ensuring that no inadmissible equipment or materials are brought into the examination room</li> <li>• confirming candidates are seated according to the seating plan</li> <li>• ensuring that candidates have the correct papers and materials</li> </ul> <p>3.4 Explain the procedures for dealing with:</p> <ul style="list-style-type: none"> <li>• candidates who are not on the test or examination attendance list</li> <li>• candidates who arrive late for a test or examination</li> </ul>
<p>4. Be able to implement invigilation requirements</p>	<p>4.1 Explain the importance of ensuring all rules and regulations relating to the conduct of tests and examinations are strictly applied and followed</p> <p>4.2 Give clear and unambiguous instructions to candidates at the start of tests and examinations</p> <p>4.3 Demonstrate the correct procedures for completing an attendance register including specific requirements for candidates who are:</p> <ul style="list-style-type: none"> <li>• withdrawn from a test or examination</li> <li>• not on the register</li> <li>• late for a test or examination</li> <li>• absent from a test or examination</li> </ul> <p>4.4 Apply the centre's procedures for dealing with:</p> <ul style="list-style-type: none"> <li>• queries from candidates</li> <li>• disruptive behaviour or irregular conduct</li> <li>• candidates who want or need to leave the examination room during the test or examination</li> </ul>

<p>5. Be able to end tests and examinations</p>	<p>5.1 Demonstrate the correct procedures for ending tests and examinations including:</p> <ul style="list-style-type: none"> <li>• collecting papers</li> <li>• allowing candidates to leave the examination room</li> <li>• completing test and examination records</li> </ul> <p>5.2 Differentiate between ending tests and examinations when:</p> <ul style="list-style-type: none"> <li>• all candidates are due to finish their test or examination at the same time</li> <li>• some candidates are still engaged in a test or examination</li> </ul>
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**Additional information about this unit**

**Access arrangements:**

The arrangements made by the centre and agreed by the awarding body, if appropriate, for candidates with additional needs, e.g. reading assistance, scribe, sign interpreter

**Setting up an examination room** includes:

- the required number and positioning of desks/work stations
- display of notices
- clock
- centre number
- instructions for candidates
- seating plan
- attendance register
- health and safety arrangements
- environmental conditions such as heating, lighting, ventilation and the level of outside noise

**Specific requirements for the test or examination and/or the candidates involved** eg:

- further guidance
- erratum notices
- supervision of individual candidates between tests or examinations
- access arrangements

<p><b>Unit aim (s)</b></p>	<p>This unit provides the knowledge, understanding and skills required to invigilate external and internal tests and examinations, including module tests, practical and oral examinations, under formal conditions. It covers preparing examination rooms and resources, preparing candidates for the tests and examinations, as well as running and ending tests and examinations according to the centre's procedures. It also covers dealing with specific situations such as access arrangements, emergencies and suspicion of malpractice.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>This unit must be assessed in accordance with the TDA assessment principles.</p> <p>Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 4.2, 4.3, 4.4, 5.1 and 5.2 must be assessed in the workplace.</p>
<p><b>Details of the relationship of the unit and relevant national occupational standards</b></p>	<p>STL17 Invigilate tests and examinations</p>

<b>Title:</b>	<b>D/601/7417 Prepare and maintain learning environments</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>18</b>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Be able to prepare <b>learning environments</b>	1.1 Describe the importance of health, safety and security in <b>learning environments</b> 1.2 Organise <b>learning environments</b> to meet: <ul style="list-style-type: none"> <li>• the requirements of the planned learning activities</li> <li>• the age range of learners involved</li> <li>• any particular needs of the learners</li> </ul> 1.3 Identify potential hazards in the learning environment and take action to minimise risks 1.4 Check that the necessary <b>safety equipment</b> is available and functional 1.5 Set out <b>learning resources</b> so that learners are able to participate safely and effectively in the planned activities
2. Be able to prepare <b>learning materials</b>	2.1 Follow relevant manufacturers' instructions and health and safety requirements when preparing <b>learning materials</b> 2.2 Prepare <b>learning materials</b> of the quality and quantity required 2.3 Use materials carefully to minimise waste 2.4 Dispose of waste materials safely and with due regard to recycling opportunities and sustainable development
3. Be able to monitor and maintain <b>learning environments and resources</b>	3.1 Describe how environmental factors may affect the learning process and how they should be adjusted for different types of activities 3.2 Monitor and adapt the physical environment as needed to: <ul style="list-style-type: none"> <li>• maintain health, safety and security</li> </ul>

	<ul style="list-style-type: none"> <li>• maintain the comfort of learners and adults</li> <li>• make the best use of the space available for activities</li> <li>• ensure access and ease of movement for all</li> </ul> <p>3.3 Support learners to:</p> <ul style="list-style-type: none"> <li>• select <b>learning resources</b> and materials relevant to their learning tasks</li> <li>• use resources safely and correctly</li> </ul> <p>3.4 Demonstrate ways of supporting learners to accept responsibility for:</p> <ul style="list-style-type: none"> <li>• the safe use and care of the environment, equipment and materials</li> <li>• returning equipment and materials to the appropriate place after use</li> </ul> <p>3.5 Follow organisational procedures for reporting deficiencies, damage and shortfalls in stocks of equipment and materials</p>
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**Additional information about this unit**

**Learning environments** include areas inside or outside of the setting which are used for learning activities e.g.:

- general teaching areas such as classrooms
- specialist teaching areas such as those set up for science, art, food technology or PE
- outside areas such as the playground, games field or wildlife/nature areas
- areas outside of the setting such as those used for field studies, cultural visits or other off-site activities

**Safety equipment:**

- the equipment required by legislation and/or the organisation for ensuring the safety of children, young people and adults in the learning environment including:
- a fully equipped first aid box
- equipment to protect children, young people and adults from accidents, eg. circuit breaker, cable guards, landing mats for PE, safety goggles for science activities
- equipment for use in an emergency, eg. fire extinguishers, fire blanket, emergency alarms and emergency exits

**Learning resources** include:

- Materials
- equipment (including ICT)
- software
- books and other written materials (eg. handouts, worksheets)
- DVDs, etc. that are required to support teaching and learning

**Learning materials:**

the written materials and consumables needed for the learning activity, including:

- general items such as pencils, rulers and paper
- curriculum-specific materials such as paints, science materials or cooking ingredients
- written materials such as handouts and worksheets

**Environmental factors** eg:

- light
- ventilation
- temperature

<b>Unit aim (s)</b>	This unit aims to demonstrate competence in preparing and maintaining learning environments. This involves setting out learning environments and preparing materials as well as maintaining the learning environment and resources during activities. Health, safety and security are key considerations throughout this unit.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with the TDA assessment principles.  Assessment criteria 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	STL31 Prepare and maintain the learning environment

<b>Title:</b>	<b>A/601/4072 Support assessment for learning</b>
<b>Level:</b>	<b>3</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>20</b>
<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment criteria</b> <b>The learner can:</b>
1. Understand the purpose and characteristics of <b>assessment for learning</b>	1.1 Compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements 1.2 Summarise the difference between formative and summative assessment 1.3 Explain the characteristics of <b>assessment for learning</b> 1.4 Explain the importance and benefits of <b>assessment for learning</b> 1.5 Explain how <b>assessment for learning</b> can contribute to planning for future learning carried out by: <ul style="list-style-type: none"> <li>• the teacher</li> <li>• the learners</li> <li>• the learning support practitioner</li> </ul>
2. Be able to use assessment strategies to promote learning	2.1 Obtain the <b>information required to support assessment for learning</b> 2.2 Use clear language and examples to discuss and clarify <b>personalised learning goals</b> and criteria for assessing progress with learners 2.3 Use <b>assessment opportunities and strategies</b> to gain information and make judgements about how well learners are participating in activities and the progress they are making 2.4 Provide constructive feedback to learners to help them understand what they have done well and what they need to develop 2.5 Provide opportunities and encouragement for learners to improve upon their work

<p>3. Be able to support learners in reviewing their learning strategies and achievements</p>	<p>3.1 Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs</p> <p>3.2 Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning</p> <p>3.3 Support learners in using peer assessment and self-assessment to evaluate their learning achievements</p> <p>3.4 Support learners to:</p> <ul style="list-style-type: none"> <li>• reflect on their learning</li> <li>• identify the progress they have made</li> <li>• identify their emerging learning needs</li> <li>• identify the strengths and weaknesses of their learning strategies and plan how to improve them</li> </ul>
<p>4. Be able to contribute to reviewing <b>assessment for learning</b></p>	<p>4.1 Provide feedback to the teacher on:</p> <ul style="list-style-type: none"> <li>• learner participation and progress in the learning activities</li> <li>• learners' engagement in and response to <b>assessment for learning</b></li> <li>• learners' progress in taking responsibility for their own learning</li> </ul> <p>4.2 Use the outcomes of <b>assessment for learning</b> to reflect on and improve own contribution to supporting learning</p>

**Additional information about this unit**

**Assessment for learning** involves using assessment, as part of teaching and learning, in ways that will raise learners' achievement.

**Information required to support assessment for learning:**

- the learning objectives for the activities
- the personalised learning goals for individual learners
- the success criteria for the learning activities
- the assessment opportunities and strategies relevant to own role in the learning activities

**Personalised learning goals** will reflect the learning objectives of activities and take account of the past achievements and current learning needs of individual learners.

**Assessment opportunities and strategies** are the occasions, approaches and techniques used for ongoing assessment during learning activities, such as:

- using open-ended questions
- observing learners
- listening to how learners describe their work and their reasoning
- checking learners' understanding
- engaging learners in reviewing progress
- encouraging learners to keep in mind their learning goals and to assess their own progress to meeting these as they proceed
- encouraging learners to review and comment on their work before handing it in or discussing it with the teacher
- praising learners when they focus their comments on their personalised learning goals for the task

<b>Unit aim (s)</b>	This unit provides the knowledge, understanding and skills to support assessment for learning. It requires demonstration of competence in using assessment strategies to promote learning, supporting learners to review their learning strategies and achievements, and working with the teacher to review assessment for learning processes and outcomes.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with the TDA assessment principles.  Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1 and 4.2 must be assessed in the workplace.
<b>Details of the relationship of the unit and relevant national occupational standards</b>	STL30 Contribute to assessment for learning

<b>Title:</b>	<b>J/601/8027 Move and position individuals in accordance with their plan of care</b>
<b>Level:</b>	<b>2</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>26</b>
<b>Learning outcomes The learner will:</b>	<b>Assessment criteria The learner can:</b>
1. Understand anatomy and physiology in relation to moving and positioning individuals	1.1 Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals 1.2 Describe the impact of specific conditions on the correct movement and positioning of an individual
2. Understand legislation and agreed ways of working when moving and positioning individuals	2.1 Describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals 2.2 Describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this
3. Be able to minimise risk before moving and positioning individuals	3.1 Access up-to-date copies of risk assessment documentation 3.2 Carry out preparatory checks using: <ul style="list-style-type: none"> <li>• the individual's care plan</li> <li>• the moving and handling risk assessment</li> </ul> 3.3 Identify any immediate risks to the individual 3.4 Describe actions to take in relation to identified risks 3.5 Describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment

	<p>3.6 Prepare the immediate environment ensuring:</p> <ul style="list-style-type: none"> <li>adequate space for the move in agreement with all concerned</li> <li>that potential hazards are removed</li> </ul> <p>3.7 Apply standard precautions for infection prevention and control</p>
4. Be able to prepare individuals before moving and positioning	<p>4.1 Demonstrate effective communication with the individual to ensure that they</p> <ul style="list-style-type: none"> <li>understand the details and reasons for the action/activity being undertaken</li> <li>agree the level of support required</li> </ul> <p>4.2 Obtain valid consent for the planned activity</p>
5 Be able to move and position an individual	<p>5.1 Follow the care plan to ensure that the individual is positioned</p> <ul style="list-style-type: none"> <li>using the agreed technique</li> <li>in a way that will avoid causing undue pain or discomfort</li> </ul> <p>5.2 Demonstrate effective communication with any others involved in the manoeuvre</p> <p>5.3 Describe the aids and equipment that may be used for moving and positioning</p> <p>5.4 Use equipment to maintain the individual in the appropriate position</p> <p>5.5 Encourage the individual's active participation in the manoeuvre</p> <p>5.6 Monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction</p> <p>5.7 Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due</p>
6 Know when to seek advice from and/or involve others when moving and positioning an individual	<p>6.1 Describe when advice and/or assistance should be sought to move or handle an individual safely</p> <p>6.2 Describe what sources of information are available about moving and positioning individuals</p>
<p><b>Additional information about this unit</b></p> <p>N/A</p>	

<b>Unit aim (s)</b>	This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles
<b>Details of the relationship of the unit and relevant national occupational standards</b>	CHS6