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# Handbook

STLC2 – VTCT (Skillsfirst) Level 2 Certificate in  
Supporting Teaching and Learning in Schools (RQF)

600/2606/6

Version 4.0

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# About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at [www.vtct.org.uk](http://www.vtct.org.uk) and [www.skillsfirst.co.uk](http://www.skillsfirst.co.uk), contact our dedicated Customer Support Team via email at [customersupport@vtct.org.uk](mailto:customersupport@vtct.org.uk) and [customerservices@skillsfirst.co.uk](mailto:customerservices@skillsfirst.co.uk) or call 0121 270 5100

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# Contents

About Skillsfirst .....	2
Contents .....	3
1 Qualification at a glance.....	4
2 Qualification information.....	5
2.1 Qualification aim and design .....	5
2.2 Progression opportunities.....	5
3 Qualification structure .....	6
3.1 Equivalent and exempted units .....	8
3.1.1 Credits from equivalent units .....	8
3.1.2 Exempted unit.....	8
4 Centre requirements.....	9
4.1 Resources .....	9
4.2 The occupational expertise of those who assess performance and internally quality assure the assessment of evidence .....	9
4.3 Expert witnesses .....	9
4.4 Continuous professional development (CPD).....	10
4.5 Total Qualification Time (TQT).....	10
5 Assessment .....	11
5.1 Summary of assessment methods .....	11
5.2 Assessment principles .....	11
5.3 Recognition of prior learning (RPL).....	11
6 Units .....	13

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# 1 Qualification at a glance

<b>Qualification title</b>	VTCT (Skillsfirst) Level 2 Certificate in Supporting Teaching and Learning in Schools (RQF)
<b>Qualification number</b>	600/2606/6
<b>Product code</b>	STLC2
<b>Age range</b>	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
<b>Credits</b>	30
<b>Total Qualification Time (TQT)</b>	300
<b>Guided Learning (GL) hours</b>	180
<b>Assessment</b>	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none"><li>• Portfolio of evidence</li><li>• Skills-based assessment (if applicable)</li></ul>
<b>Entry requirements</b>	There are no formal entry requirements for learners undertaking this qualification. However, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
<b>Legal considerations</b>	There are no formal entry requirements for learners undertaking this qualification. However, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
<b>Support materials</b>	Support materials can be found on the website (if applicable)

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## 2 Qualification information

### 2.1 Qualification aim and design

The VTCT (Skillsfirst) Level 2 Certificate in Supporting Teaching and Learning in Schools (RQF) has been designed to meet the needs of all those working in a school support staff role, including those whose role does not involve directly supporting pupils' learning, such as administrative, catering and site staff. It seeks to develop the skills, knowledge and understanding that learners working in a school setting will need and covers areas such as safeguarding, communication and understanding the school context.

There is a wide range of optional units covering different aspects of supporting teaching and learning, which allows the learner a choice to select units in a specialist area, or to spread their choice of units across several specialist areas.

### 2.2 Progression opportunities

Learners achieving the level 2 qualification can progress on to higher level qualifications including the Skillsfirst Advanced Level Apprenticeship in Supporting Teaching and Learning in Schools. Learners achieving the level 3 qualifications can progress on to a foundation degree e.g. for teaching assistants or supporting teaching and learning training and/or assessment against the higher level teaching assistant professional standards to achieve HLTA status.

Other progression routes include employment opportunities existing within primary, special and secondary schools in both the state and independent sectors. Opportunities also exist to move into other roles across the wider children's workforce e.g. child care, play work or youth work.

## 3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Certificate in Supporting Teaching and Learning in Schools (RQF) learners must achieve all mandatory units. All **30** credits must be achieved, of which a minimum of **6** credits must be from optional units.

- A maximum of **3** credits must be taken from Group B – 1 unit
- A minimum of **3** credits must be taken from Group C – 1 unit

The minimum TQT required to achieve this qualification is **300**.

Product code	Unit title	Level	Credit	Unit reference number
<b>Mandatory units (Group M): 24 Credits</b>				
TDA21	Child and young person development	2	2	H/601/3305
TDA22	Safeguarding the welfare of children and young people	2	3	K/601/3323
STL01	Communication and professional relationships with children, young people and adults	2	2	F/601/3313
STL02	Equality, diversity and inclusion in work with children and young people	2	2	D/601/3321
STL03	Help improve own and team practice in schools	2	3	T/601/7391
TDA27	Maintain and support relationships with children and young people	2	3	D/601/7403
STL04	Support children and young people's health and safety	2	3	T/601/7410
TDA29	Support children and young people's positive behaviour	2	2	T/601/7407
STL05	Support learning activities	2	4	A/601/7411

Product code	Unit title	Level	Credit	Unit reference number
<b>Optional units (Group B): Maximum of 3 credits</b>				
STL06	Schools as organisations	2	3	T/601/3325
STL07	Schools as organisations	3	3	A/601/3326

Product code	Unit title	Level	Credit	Unit reference number
<b>Optional units (Group C): Maximum of 3 credits</b>				
STL08	Contribute to supporting bilingual learners	2	2	L/601/7414
STL70	Invigilate tests and examinations	3	3	Y/601/7416
STL09	Prepare and maintain learning environments	2	3	D/601/7417
STL10	Provide displays in schools	2	3	K/601/6500
STL11	Support assessment for learning	3	4	A/601/4072
TDA214	Support children and young people at meal or snack times	2	3	A/601/6517
TDA215	Support children and young people with disabilities and special educational needs	2	4	D/601/6526
TDA216	Support children and young people's play and leisure	2	3	T/601/6564
STL12	Support children and young people's travel outside of the setting	2	3	Y/601/6573
STL13	Support extracurricular activities	2	3	M/601/6577
STL14	Support the use of information and communication technology for teaching and learning	2	2	A/601/6579
HSC2028	Move and position individuals in accordance with their plan of care	2	4	J/601/8027
HSC2001	Provide support for therapy sessions	2	2	D/601/9023

### 3.1 Equivalent and exempted units

The following units have their equivalencies and exemptions in other qualifications

#### 3.1.1 Credits from equivalent units

Product code		Equivalent Unit title	Equivalent Unit No.
STL03	Equivalent to	Help to improve own practice and the work of the play work team	H/600/9528
TDA27	Equivalent to	Support relationships in the play environment	T/600/9520
STL12	Equivalent to	Support the travel of children and young people outside the play environment	M/600/9547

#### 3.1.2 Exempted unit

Unit reference number	Product code	Exempted Unit title	WBA Unit No.
Y/601/7416	STL70	Invigilate tests and examinations	A/104/0197



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## 4 Centre requirements

### 4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

### 4.2 The occupational expertise of those who assess performance and internally quality assure the assessment of evidence

Assessors must demonstrate that they are 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.

Assessors must also have the relevant knowledge and understanding, and be able to assess this in those 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.

Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring. They must ensure that the assessment of evidence for units is of a consistent and appropriate quality.

Skillsfirst will ensure that those making assessment decisions and those involved in the quality assurance of those decisions have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications.

### 4.3 Expert witnesses

The breadth and range of activities covered by the Level 2 Certificate in Supporting Teaching and Learning in Schools (RQF) mean that the assessor may find it useful to draw on the testimony of expert witnesses as part of the assessment process. Expert witnesses can be used to address any gaps in the technical and occupational competence of assessors, and for confidential or sensitive activities that are not appropriate for assessor observation.

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace. Schools can support the assessment process by encouraging and supporting members of staff to act as expert witnesses. A qualified assessor will make the final judgement about a candidate's competence based on testimony provided by the expert witness together with other corroborating evidence.

An expert witness must:

- have a working knowledge of the area of the national occupational standards and 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

Experienced teaching assistants, higher level teaching assistants and teachers might act as expert witnesses across a range of units. However there are some units where expert witnesses may play an important role in filling any gaps in the occupational expertise of assessors

#### 4.4 Continuous professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification/moderation, and that it takes account of any national or legislative developments.

#### 4.5 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

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# 5 Assessment

## 5.1 Summary of assessment methods

For this qualification, learners will be required to provide evidence for each unit which may be supplied via observation of workplace activities, witness testimony, professional discussion and questions, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role.

## 5.2 Assessment principles

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

## 5.3 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.

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# 6 Units

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# Unit Handbook

## TDA21 – Child and young person development

Unit reference number: H/601/3305

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 15**

### Unit aim

This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know the main stages of child and young person development]

LO2 Understand the kinds of influences that affect children and young people's development

LO3 Understand the potential effects of transitions on children and young people's development

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- STL2 Support children's development (CCLD 203)
- SWIS 2.1 Explore and respond to the needs of pupils

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

Transitions refer to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the main stages of child and young person	1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include: <ul style="list-style-type: none"> <li>• physical development</li> <li>• communication and intellectual development</li> <li>• social, emotional and behavioural development</li> </ul>
	1.2 Describe with examples how different aspects of development can affect one another

Learning Outcome	Assessment Criteria
LO2 Understand the kinds of influences that affect children and young people's development	2.1 Describe with examples the kinds of influences that affect children and young people's development including: <ul style="list-style-type: none"> <li>• background</li> <li>• health</li> <li>• environment</li> </ul>
	2.2 Describe with examples the importance of recognising and responding to concerns about children and young people's development

Learning Outcome	Assessment Criteria
LO3 Understand the potential effects of transitions on children and young people's development	3.1 Identify the transitions experienced by most children and young people
	3.2 Identify transitions that only some children and young people may experience, such as bereavement
	3.3 Describe with examples how transitions may affect children and young people's behaviour and development



### TDA21 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## TDA22 – Safeguarding the welfare of children and young people

Unit reference number: K/601/3323

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 20**

### Unit aim

This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety

LO2 Know what to do when children or young people are ill or injured, including emergency procedures

LO3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- STL3 Help to keep children safe (CCLD202)
- SWIS 2.1 Explore and respond to the needs of pupils

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

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:

- disclosure
- allegations
- signs and indicators of abuse

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

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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>

Learning Outcome	Assessment Criteria
LO3 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
	3.3 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self-harm) or bullied, or maybe at risk of harm, abuse or bullying
	3.4 Describe the actions to take in response to concerns that a colleague may be: <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>
	3.5 Describe the principles and boundaries of confidentiality and when to share information

### TDA22 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

STL01 – Communication and professional relationships with children, young people and adults

Unit reference number: F/601/3313

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 15**

## Unit aim

This unit provides the knowledge and understanding that underpins effective communication and professional relationships with children, young people and adults.

## Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know how to interact with and respond to children and young people

LO2 Know how to interact with and respond to adults

LO3 Know how to communicate with children, young people and adults

LO4 Know about current legislation, policies and procedures for confidentiality and sharing information, including data protection

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- STL4 Contribute to positive relationships (CCLD 201)
- SWIS 2.2 Explore school values, policies, roles and responsibilities

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

Communication includes:

- verbal
- non-verbal
- informal
- formal

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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>

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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> <li>• the practitioner and other adults</li> </ul>

Learning Outcome	Assessment Criteria
LO4 Know about current legislation, policies and procedures for confidentiality and sharing information, including data protection	4.1 Identify relevant legal requirements and procedures covering confidentiality, data protection and the disclosure of information
	4.2 Describe the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this
	4.3 Identify the kinds of situations when confidentiality protocols must be breached



### STL01 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Rebranded	Regulation Officer

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# Unit Handbook

STL02 – Equality, diversity and inclusion in work with children and young people

Unit reference number: D/601/3321

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 15**

## Unit aim

This unit provides knowledge and understanding of policies and practices to promote equality, diversity and inclusion in work with children and young people.

## Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the importance of promoting equality and diversity in work with children and young people

LO2 Understand the impact of prejudice and discrimination on children and young people

LO3 Understand inclusion and inclusive practices in work with children and young people

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- STL1 Provide support for learning activities
- STL11 Contribute to supporting bilingual/multilingual pupils
- STL12 Support a child with disabilities or special educational needs (CCLD 209)

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

Participation involves asking children and young people what works, what doesn't work and what could work better; and involving them in the design, delivery and evaluation of services, on an ongoing basis.

Equality of access involves ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs

Anti-discriminatory practice involves taking positive action to counter discrimination. This will involve identifying and challenging discrimination and being positive in own practice about differences and similarities between people

Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

### STL02 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## STL03 – Help improve own and team practice in schools

Unit reference number: T/601/7391

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 15**

### Unit aim

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.

### Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Reflect on own practice

LO2 Improve own practice

LO3 Understand the work of the team

LO4 Support the work of the team

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- Based on SkillsActive playwork unit 12 Help to improve own practice and the work of the playwork team
- STL5 Provide effective support for your colleagues

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

Others - according to own role could be parents, carers and guardians, other adults in the school, professionals external to the school

Development opportunities might include training programmes, mentoring, coaching, e-learning and open and distance learning.

## Equivalent Unit

This unit is equivalent to unit number H/600/9528 entitled 'Help to improve own practice and the work of the playwork team'

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of promoting equality and diversity in work with children and young people	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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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



Learning Outcome	Assessment Criteria
LO4 Support the work of the team	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

### STL03 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## TDA27 – Maintain and support relationships with children and young people

Unit reference number: D/601/7403

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 15**

### Unit aim

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.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Communicate with children and young people

LO2 Develop and maintain relationships with children and young people

LO3 Support relationships between children and young people and others in the setting

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- Based on SkillsActive playwork unit 9 Support relationships in the play environment
- STL4 Contribute to positive relationships (CCLD 201)

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. All the assessment criteria must be assessed in the workplace.

Communication includes verbal, non-verbal, informally and formally

## Equivalent unit

This unit is equivalent to unit number T/600/9520 entitled “Support relationships in the play environment.”

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Communicate with children and young people	1.1 Communicate 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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
	3.3 Help children and young people to understand and respect other people's feelings and points of view
	3.4 Support children and young people to develop group agreements about the way they interact with others
	3.5 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves

### TDA27 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## STL04 – Support children and young people’s health and safety

Unit reference number: T/601/7410

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 15**

### Unit aim

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.

### Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know the legislative and policy framework for health and safety

LO2 Recognise and manage risks to children and young people’s health, safety and security

LO3 Support children and young people to assess and manage risk

LO4 Respond to emergency situations

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- CCLD202 (STL3) Help to keep children safe
- Supports progression to children and young people's core unit 3.4 Support children and young people's health and safety (level 3)

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

Potential hazards - to the health, safety and security of children and young people:

- physical
- security
- fire
- food safety
- personal safety

Balanced approach to risk management:

- taking into account the child or young person's age, needs and abilities
- avoiding excessive risk taking
- not being excessively risk adverse
- recognising the importance of risk and challenge to children and young people's development

Emergency situations: including:

- accidents
- illness
- fires
- security incidents
- missing children or young people



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Recognise and manage risks to children and young people's health, safety and security	2.1 Demonstrate how to identify potential hazards to the health, safety and security of children and young people
	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

Learning Outcome	Assessment Criteria
LO3 Support children and young people to assess and manage risk	3.1 Outline the importance of taking a balanced approach to risk management
	3.2 Demonstrate ways of supporting children and young people to assess and manage risk for themselves

Learning Outcome	Assessment Criteria
LO4 Respond to emergency situations	4.1 Recognise and respond to emergency situations
	4.2 Follow the setting's procedures for dealing with emergency situations
	4.3 Give reassurance and comfort to those involved in the emergency
	4.4 Give other people providing assistance clear information about what has happened
	4.5 Follow the procedures of the setting for reporting and recording accidents and emergencies

### STL04 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## TDA29 – Support children and young people’s positive behaviour

Unit reference number: T/601/7407

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 15**

### Unit aim

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.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know the policies and procedures of the setting for promoting children and young people’s positive behaviour

LO2 Support positive behaviour

LO3 Respond to inappropriate behaviour

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- STL3 Help to keep children safe (CCLD202)
- STL19 Promote positive behaviour

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

Policies and procedures: of the setting relevant to promoting positive behaviour such as:

- 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, nonverbal behaviour or physical abuse.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the policies and procedures of the setting for promoting children and young people's positive behaviour	1.1 Describe the policies and procedures 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 policies and procedures of the setting

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 Respond to inappropriate behaviour	3.1 Select and apply agreed strategies for dealing with inappropriate behaviour
	3.2 Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred

### TDA29 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## STL05 – Support learning activities

Unit reference number: A/601/7411

**Level: 2**

**Credit value: 4**

**Guided Learning (GL) hours: 25**

### Unit aim

This unit provides the knowledge, understanding and skills to support learning activities. It requires competence in supporting the planning, delivery, assessment and review cycle.

### Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Support the teacher in planning learning activities

LO2 Prepare for learning activities

LO3 Support learning activities

LO4 Observe and report on learner participation and progress

LO5 Support the evaluation of learning activities

LO6 Evaluate own practice in relation to supporting literacy, numeracy and ICT

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- STL1 Provide support for learning activities
- STL6 Support literacy and numeracy development
- STL8 Use information and communication technology to support pupils' learning
- STL9 Observe and report on pupil performance

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

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 including:

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

Problems: may relate to the:

- learning activities
- learning resources
- learning environment
- learners



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Support the teacher in planning learning activities	1.1 Describe how a learning support practitioner may contribute to the planning, delivery and review of learning activities
	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
	1.3 Use own knowledge of the learners and curriculum to contribute to the teacher's planning
	1.4 Identify and obtain the information required to support learning activities
	1.5 Identify and agree with the teacher the opportunities for using information and communication technology to support learning

Learning Outcome	Assessment Criteria
LO2 Prepare for learning activities	2.1 Select and prepare the resources required for planned learning activities
	2.2 Adapt resources as directed by the teacher to meet the needs of learners
	2.3 Ensure the learning environment meets relevant health, safety, security and access requirements

Learning Outcome	Assessment Criteria
LO3 Support learning activities	3.1 Use a range of learning support strategies to meet the needs of learners
	3.2 Apply skills and techniques to engage and motivate learners
	3.3 Demonstrate ways of supporting learners to develop: <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 problems that might occur when supporting learning activities and how to deal with these

Learning Outcome	Assessment Criteria
LO4 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

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO5 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

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO6 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

### STL05 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

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# Unit Handbook

## STL06 – Schools as organisations

Unit reference number: T/601/3325

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 20**

### Unit aim

This unit aims to prepare the learner for working in a school. It covers knowledge and understanding of the school context.

### Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Know the different types of schools in the education sector

LO2 Know how schools are organised in terms of roles and responsibilities

LO3 Understand how schools uphold their aims and values

LO4 Know about the laws and codes of practice that affect work in schools

LO5 Know about the range and purpose of school policies and procedures

LO6 Know about the wider context in which schools operate

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- SWiS 2.2 Explore school values, policies, roles and responsibilities

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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 stages and school governance

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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

Learning Outcome	Assessment Criteria
LO5 Know about the range and purpose of school policies and procedures	5.1 Describe why schools have policies and procedures
	5.2 Identify the policies and procedures schools may have relating to: <ul style="list-style-type: none"> <li>• staff</li> <li>• pupil welfare</li> <li>• teaching and learning</li> </ul>

Learning Outcome	Assessment Criteria
LO6 Know about the wider context in which schools operate	6.1 Identify the roles and responsibilities of national and local government for education policy and practice
	6.2 Describe the role of schools in national policies relating to children, young people and families
	6.3 Describe the roles of other organisations working with children and young people and how these may impact on the work of schools

### STL06 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator



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# Unit Handbook

## STL07 – Schools as organisations

Unit reference number: A/601/3326

**Level: 3**

**Credit value: 3**

**Guided Learning (GL) hours: 15**

### Unit aim

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.

### Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Know the structure of education from early years to post-compulsory education

LO2 Understand how schools are organised in terms of roles and responsibilities

LO3 Understand school ethos, mission, aims and values

LO4 Know about the legislation affecting schools

LO5 Understand the purpose of school policies and procedures

LO6 Understand the wider context in which schools operate

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# Unit content

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Details of the relationship between the unit and relevant national occupational standards

SWiS 3.2 Support the ethos, policies and working practices of the school

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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 stages and school governance
	1.3 Explain the post 16 options for young people and adults

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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>

Learning Outcome	Assessment Criteria
LO5 Understand the purpose of school policies and procedures	5.1 Explain why schools have policies and procedures
	5.2 Summarise the policies and procedures schools may have relating to: <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>
	5.3 Evaluate how school policies and procedures may be developed and communicated

Learning Outcome	Assessment Criteria
LO6 Understand the wider context in which schools operate	6.1 Summarise the roles and responsibilities of national and local government for education policy and practice
	6.2 Explain the role of schools in national policies relating to children, young people and families
	6.3 Explain the roles of other organisations working with children and young people and how these may impact on the work of schools

### STL07 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

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# Unit Handbook

## STL08 – Contribute to supporting bilingual learners

Unit reference number: L/601/7414

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 12**

### Unit aim

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.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Interact with bilingual learners

LO2 Support bilingual learners to develop skills in the target language

LO3 Support bilingual learners during learning activities

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- STL11 Contribute to supporting bilingual/multilingual pupils

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

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 ie; 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: such as:

- 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

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Interact with bilingual learners	1.1 Interact with bilingual learners in a way that demonstrates: <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>
	1.2 Use language and vocabulary which is appropriate to the learner's age, level of understanding and proficiency in the target language

Learning Outcome	Assessment Criteria
LO2 Support bilingual learners to develop skills in the target language	2.1 Use knowledge of the needs and interests of individual learners to support development of the target language
	2.2 Use a range of techniques for supporting learners in developing language skills in the target language
	2.3 Show ways of encouraging and supporting bilingual learners to interact with others using the target language

Learning Outcome	Assessment Criteria
LO3 Support bilingual learners during learning activities	3.1 Select learning resources to meet the needs of bilingual learners
	3.2 Apply skills and techniques for including bilingual learners in learning activities
	3.3 Use appropriate techniques to support the learning and language development needs of individual learners
	3.4 Provide feedback to the teacher on the learner's participation and progress in relation to: <ul style="list-style-type: none"> <li>• the learning activities</li> <li>• language development</li> </ul>



### STL08 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## STL09 – Prepare and maintain learning environments

Unit reference number: D/601/7417

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 18**

### Unit aim

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.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Prepare learning environments

LO2 Prepare learning materials

LO3 Monitor and maintain learning environments and resources

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- STL31 Prepare and maintain the learning environment

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

Learning environments: include areas inside or outside of the setting which are used for learning activities such as;

- 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, e.g. fire extinguishers, fire blanket, emergency alarms and emergency exits

Learning resources: 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, such as;

- light
- ventilation
- temperature

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Prepare learning environments	1.1 Describe the importance of health, safety and security in learning environments
	1.2 Organise learning environments 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 safety equipment is available and functional
	1.5 Set out learning resources so that learners are able to participate safely and effectively in the planned activities

Learning Outcome	Assessment Criteria
LO2 Prepare learning materials	2.1 Follow relevant manufacturers' instructions and health and safety requirements when preparing learning materials
	2.2 Prepare learning materials 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

Learning Outcome	Assessment Criteria
LO3 Monitor and maintain learning environments and resources	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> <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>
	3.3 Support learners to: <ul style="list-style-type: none"> <li>select learning resources and materials relevant to their learning tasks</li> <li>use resources safely and correctly</li> </ul>
	3.4 Demonstrate ways of supporting learners to accept responsibility for: <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>
	3.5 Follow organisational procedures for reporting deficiencies, damage and shortfalls in stocks of equipment and materials

### STL09 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## STL10 – Provide displays in schools

Unit reference number: K/601/6500

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 15**

### Unit aim

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.

### Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the school policy and procedures for displays

LO2 Design displays

LO3 Set up displays

LO4 Maintain displays

LO5 Dismantle displays

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- STL16 Provide displays (IL3/10)

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

**Displays:** the arrangement of material (graphic, text and/or objects) into an assembly specifically intended to attract users' attention and interest, or to provide information, or to educate - or a combination of these. Displays may be wall mounted or free-standing. The display must be designed with a specific purpose in mind.

**Purpose:** what the display aims to achieve e.g. a learning resource, celebrating achievement and/or diversity, promoting a sense of community and belonging, improving the environment, providing information, to prompt feedback, etc.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Learning Outcome	Assessment Criteria
LO4 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



Learning Outcome	Assessment Criteria
LO5 Dismantle displays	5.1 Dismantle the display as soon as it is no longer required
	5.2 Store or return materials and equipment used in the display in accordance with school policy and procedures
	5.3 Dispose of waste materials safely and with due regard to recycling opportunities and sustainable development

### STL10 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## STL11 – Support assessment for learning

Unit reference number: A/601/4072

**Level: 3**

**Credit value: 4**

**Guided Learning (GL) hours: 20**

### Unit aim

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.

### Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the purpose and characteristics of assessment for learning

LO2 Use assessment strategies to promote learning

LO3 Support learners in reviewing their learning strategies and achievements

LO4 Contribute to reviewing assessment for learning

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

STL30 Contribute to assessment for learning.

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

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

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the purpose and characteristics of assessment for learning	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 assessment for learning
	1.4 Explain the importance and benefits of assessment for learning
	1.5 Explain how assessment for learning 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>

Learning Outcome	Assessment Criteria
LO2 Use assessment strategies to promote learning	2.1 Obtain the information required to support assessment for learning
	2.2 Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners
	2.3 Use assessment opportunities and strategies 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

Learning Outcome	Assessment Criteria
LO3 Support learners in reviewing their learning strategies and achievements	3.1 Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs
	3.2 Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning
	3.3 Support learners in using peer assessment and self-assessment to evaluate their learning achievements
	3.4 Support learners to: <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>

Learning Outcome	Assessment Criteria
LO4 Contribute to reviewing assessment for learning	4.1 Provide feedback to the teacher on: <ul style="list-style-type: none"> <li>• learner participation and progress in the learning activities</li> <li>• learners' engagement in and response to assessment for learning</li> <li>• learners' progress in taking responsibility for their own learning</li> </ul>
	4.2 Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning.

### STL11 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

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# Unit Handbook

## TDA214 – Support children and young people at meal or snack times

Unit reference number: A/601/6517

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 18**

### Unit aim

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/or snack times.

### Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Know the principles of healthy eating for children and young people

LO2 Know the benefits of healthy eating for children and young people

LO3 Know how to encourage children and young people to make healthier food choices

LO4 Support hygiene during meal or snack times

LO5 Support the code of conduct and policies for meal and snack times



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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

No clear links

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 1
- Application of Number/Mathematics Level 1
- ICT Level 1

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

Healthier food choices in relation to meals provided in the setting, packed lunches, snacks, meals and snacks purchased off-site, etc.

Code of conduct and policies for meal and snack times e.g.:

- entry to and exit from the dining area
- collecting/serving food
- noise levels
- conduct in the dining area and at the table
- clearing away
- sustainability

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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 healthier food choices</li> <li>• to eat the food provided for them</li> </ul>

Learning Outcome	Assessment Criteria
LO4 Support hygiene during meal or 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/or snack times

Learning Outcome	Assessment Criteria
LO5 Support the code of conduct and policies for meal and snack times	5.1 Describe the setting's code of conduct and policies for meal and snack times
	5.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour in the dining area including table manners
	5.3 Apply skills and techniques for dealing with inappropriate behaviour in the dining area

### TDA214 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

TDA215 – Support children and young people with disabilities and special educational needs

Unit reference number: D/601/6526

**Level: 2**

**Credit value: 4**

**Guided Learning (GL) hours: 26**

## Unit aim

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.

## Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know the rights of disabled children and young people and those with special educational needs

LO2 Understand the disabilities and/or special educational needs of children and young people in own care

LO3 Contribute to the inclusion of children and young people with disabilities and special educational needs

LO4 Support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- STL12 Support a child with disabilities or special educational needs (CCLD 209)
- STL38 Support children with disabilities or special educational needs (CCLD 321)

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 1
- Application of Number/Mathematics Level 1
- ICT Level 1

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

Disabled: The Equality Act 2010 defines a disabled person as *“someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities.”*

Special educational needs: children and young people with special educational needs learn differently from most children or young people of the same age. These children and young people may need extra or different help from that given to other children and young people.

Special provision: provision which is additional to, or otherwise different from, the provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.

Obtain information: about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs from:

- the children and young people themselves
- family members
- colleagues within the setting
- external support agencies
- individual plans

Barriers to participation: anything that prevents a child or young person participating fully in activities and experiences offered by the setting or service.

Others according to own role e.g.:

- family members
- colleagues within the setting
- professionals external to the setting

Inclusion: a process of identifying, understanding and breaking down barriers to participation and belonging.

Adaptations: that can be made to support participation of disabled children and young people and those with special educational needs in relation to:

- the environment
- activities
- working practice
- resources

Participation involves: asking children and young people what works, what doesn't work and what could work better; and involving them in the design, delivery and evaluation of services, on an ongoing basis.

Equality of access: ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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
	3.2 Identify barriers to participation for disabled children and young people and those with special educational needs with whom they work
	3.3 Work with children, young people and others to remove barriers to participation
	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



Learning Outcome	Assessment Criteria
LO4 Support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences	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
	4.2 Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences
	4.3 Demonstrate ways of supporting participation and equality of access for disabled children and young people and those with special educational needs
	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

### TDA215 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## TDA216 – Support children and young people’s play and leisure

Unit reference number: T/601/6564

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 16**

### Unit aim

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.

### Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the nature and importance of play and leisure

LO2 Support children and young people’s play and leisure

LO3 Support children and young people in balancing risk and challenge

LO4 Reflect on and improve own practice

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

No clear links

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 1
- Application of Number/Mathematics Level 1
- ICT Level 1

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

Assessment criteria 2, 3, 4 and 5 in learning outcome 2 and assessment criterion 4 in learning outcome 3 must be assessed in the workplace.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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 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>

Learning Outcome	Assessment Criteria
LO3 Support children and young people in balancing risk and challenge	3.1 Outline the value of risk and challenge in children and young people's play and leisure
	3.2 Describe with examples what is meant by unacceptable risk and challenge in children and young people's play and leisure
	3.3 Describe why it is important for children and young people to manage risk and challenge for themselves
	3.4 Demonstrate ways of encouraging children and young people to manage risk and challenge in play and leisure activities for themselves

Learning Outcome	Assessment Criteria
LO4 Reflect on and improve own practice	4.1 Reflect on all aspects of own practice in supporting children and young people's play and leisure
	4.2 Identify own strengths and areas where practice could improve
	4.3 Describe how own practice has been improved following reflection

### TDA216 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## STL12 – Support children and young people’s travel outside of the setting

Unit reference number: Y/601/6573

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 22**

### Unit aim

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.

### Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know the policy and procedures for children and young people’s travel outside of the setting

LO2 Support the arrival and departure of children and young people

LO3 Support children and young people during travel



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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- Based on SkillsActive playwork 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

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 1
- Application of Number/Mathematics Level 1
- ICT Level 1

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Equivalent unit

This unit is equivalent to unit number M/600/9547 entitled “Support the travel of children and young people outside the play environment”.

## Assessment guidance

Travel arrangements: as appropriate to the journey such as;

- method of transport
- route and stages in the journey
- departure and arrival times
- food and drink
- comfort and hygiene
- overnight accommodation
- supervision and support
- transport of equipment and belongings

Journeys:

- on foot
- in an organisation/hired vehicle
- public transport

Information: about the children and young people to be dropped off/picked up e.g.;

- number of children and young people
- names of the children and young people
- the age of the children and young people
- where the children and young people are coming from or going to
- the travel arrangements for individuals and/or groups of children and young people
- any additional needs of the children or young people involved

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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
	2.4 Follow the organisational procedures for: <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>

Learning Outcome	Assessment Criteria
LO3 Support children and young people during travel	3.1 Remind children and young people of agreed ways to keep safe during travel
	3.2 Respond to the needs of individual children and young people and offer help when required
	3.3 Follow organisational procedures for travel: <ul style="list-style-type: none"> <li>• on foot</li> <li>• by public transport</li> <li>• by private transport</li> </ul>
	3.4 Respond to children and young people’s feelings and behaviour as they move from one environment to another
	3.5 Encourage children and young people to look after themselves and their belongings during travel

### STL12 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

## STL13 – Support extra-curricular activities

Unit reference number: M/601/6577

**Level: 2**

**Credit value: 3**

**Guided Learning (GL) hours: 15**

### Unit aim

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 extracurricular activities, delivering activities and bringing activities to an end.

### Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Prepare for extra-curricular activities

LO2 Deliver extra-curricular activities

LO3 Bring extra-curricular activities to an end

LO4 Reflect on own contribution to extra-curricular activities

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- STL53 Lead an extra-curricular activity

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 1
- Application of Number/Mathematics Level 1
- ICT Level 1

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

Extra-curricular activities: are activities that are held outside of normal school hours that can benefit the development of children and young people such as:

- study support
- play and recreation
- fitness classes
- drama
- sport
- music
- arts, crafts and other special interest clubs
- volunteering and business and enterprise activities
- Duke of Edinburgh Award scheme

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Prepare for extra-curricular activities	1.1 Describe the aims and content of the extra-curricular activity
	1.2 Obtain equipment and resources for the activity
	1.3 Prepare the environment for the safe conduct of the activity
	1.4 Support children and young people to prepare for the activity

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 Bring extra-curricular activities to an end	3.1 Prepare children and young people to finish their activities
	3.2 Give the children and young people clear and supportive feedback on their participation and progress
	3.3 Encourage children and young people to say how they feel about activities and respond to their feelings appropriately
	3.4 Follow organisational procedures for: <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>



Learning Outcome	Assessment Criteria
LO4 Reflect on own contribution to extra-curricular activities	4.1 Use feedback from children, young people and colleagues to reflect on and improve own contribution to extra-curricular activities

### STL13 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

STL14 – Support the use of information and communication technology for teaching and learning

Unit reference number: A/601/6579

**Level: 2**

**Credit value:2**

**Guided Learning (GL) hours: 12**

## Unit aim

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.

## Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know the policy and procedures for the use of ICT for teaching and learning

LO2 Prepare ICT resources for use in teaching and learning

LO3 Support the use of ICT for teaching and learning

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- STL7 Support the use of information and communication technology for teaching and learning

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

## Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 1
- Application of Number/Mathematics Level 1
- ICT Level 1

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

ICT resources: includes a range of different 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.

Guidance and instructions: on the use of ICT resources to teachers, learners and other support staff.

Problems: may relate to the learning activities, resources, environment or the learners themselves.

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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
	3.4 Monitor the safe use of ICT resources, including internet access, and intervene promptly where actions may be dangerous
	3.5 Describe the sorts of problems that might occur when supporting learners using ICT and how to deal with these

### STL14 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

HSC2028 – Move and position individuals in accordance with their plan of care

Unit reference number: J/601/8027

**Level: 2**

**Credit value: 4**

**Guided Learning (GL) hours: 26**

## Unit aim

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.

## Learning outcomes

There are six outcomes to this unit. The learner will:

- LO1 Understand anatomy and physiology in relation to moving and positioning individuals
- LO2 Understand legislation and agreed ways of working when moving and positioning individuals
- LO3 Minimise risk before moving and positioning individuals
- LO4 Prepare individuals before moving and positioning
- LO5 Move and position an individual
- LO6 Know when to seek advice from and/or involve others when moving and positioning an individual

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# Unit content

## Details of the relationship between the unit and relevant national occupational standards

- CHS6 Move and position individuals (Skills for Health)

## Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

## Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 1
- Application of Number/Mathematics Level 1
- ICT Level 1

## Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.



# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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
	3.6 Prepare the immediate environment ensuring adequate space for the move in agreement with all concerned that potential hazards are removed
	3.7 Apply standard precautions for infection prevention and control

Learning Outcome	Assessment Criteria
LO4 Prepare individuals before moving and positioning	4.1 Demonstrate effective communication with the individual to ensure that they: <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>
	4.2 Obtain valid consent for the planned activity

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO5 Move and position an individual	5.1 Follow the care plan to ensure that the individual is positioned <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>
	5.2 Demonstrate effective communication with any others involved in the manoeuvre
	5.3 Describe the aids and equipment that may be used for moving and positioning
	5.4 Use equipment to maintain the individual in the appropriate position
	5.5 Encourage the individual's active participation in the manoeuvre
	5.6 Monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction
	5.7 Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due

<b>Learning Outcome</b>	<b>Assessment Criteria</b>
LO6 Know when to seek advice from and/or involve others when moving and positioning an individual	6.1 Describe when advice and/or assistance should be sought to move or handle an individual safely
	6.2 Describe what sources of information are available about moving and positioning individuals

### HSC2028 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

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# Unit Handbook

HSC2001 – Provide support for therapy sessions

Unit reference number: D/601/9023

**Level: 2**

**Credit value: 2**

**Guided Learning (GL) hours: 14**

## Unit aim

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.

## Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Understand the benefits of therapy sessions

LO2 Be able to prepare for therapy sessions

LO3 Be able to provide support in therapy sessions

LO4 Be able to observe and record therapy sessions

LO5 Be able to contribute to the review of therapy sessions

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# Unit content

## Assessment guidance

**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.

## Details of the relationship between the unit and relevant national occupational standards

HSC212 Support individuals during therapy sessions

# Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 Be able to prepare for therapy sessions	2.1 Establish own responsibilities in preparing for a therapy session
	2.2 Identify with the individual their preferences and requirements for the therapy session
	2.3 Follow instructions to prepare the environment, materials, equipment and self for the session

Learning Outcome	Assessment Criteria
LO3 Be able to provide support in therapy sessions	3.1 Provide support during a therapy session that takes account of: <ul style="list-style-type: none"> <li>• the therapist's directions</li> <li>• the individual's preferences and requirements</li> </ul>
	3.2 Promote the active participation of the individual during the session
	3.3 Describe ways to overcome fears or concerns an individual may have about a therapy session

Learning Outcome	Assessment Criteria
LO4 Be able to observe and record therapy sessions	4.1 Agree what observations need to be carried out during therapy sessions
	4.2 Agree how observations will be recorded
	4.3 Carry out agreed observations
	4.4 Record agreed observations as required

Learning Outcome	Assessment Criteria
LO5 Be able to contribute to the review of therapy sessions	5.1 Contribute to a review of therapy sessions to identify issues and progress
	5.2 Contribute to agreeing changes to therapy sessions with the individual and others

### HSC2001 Document History

Version	Issue Date	Changes	Role
V1	31/01/2023	Re-branding	Qualification Administrator

### STLC2 Document History

Version	Issue Date	Changes	Role
v4.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator