CACHE Qualification Specification
Optional Units

CACHE Level 2 Supporting Teaching
& Learning in Schools Qualifications Suite (QCF)

Qualification reference numbers:

CACHE Level 2 Award in Support Work in Schools (QCF)	500/9964/4
CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools (QCF)	501/0031/2

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Contents

Section 1: Overview and Index

Overview

This document is an extension of the Qualification Specification for the CACHE Level 2 Supporting Teaching and Learning in Schools (QCF) qualifications suite.

It contains the optional units available for the following qualifications:

- CACHE Level 2 Award in Support Work in Schools (QCF)
- CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools (QCF)

Generic information covered in the CACHE Level 2 Supporting Teaching and Learning in Schools Qualification Specification is not repeated in this document.

For your convenience, Knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, a unit has some Skills/Competence component(s).

Optional Units Index

For full details on optional units, please refer to the separate Optional Units document on the CACHE website www.cache.org.uk.

	Unit ref.	Unit no.	Unit title	Unit Type	L2 Award Support Work in Schools (SWIS)	L2 Cert Supporting Teaching & Learning in Schools (STLS)	Level	Credit	GLH	Page	Notes
💡	T/601/3325	TDA 2.5	Schools as organisations	Knowledge	✔	✔	2	3	20	13	
💡	A/601/3326	TDA 3.2	Schools as organisations	Knowledge	✔	✔	3	3	15	17	
	L/601/7414	TDA 2.11	Contribute to supporting bilingual learners	Skills		✔	2	2	12	23	
	Y/601/7416	TDA 3.9	Invigilate tests and examinations	Knowledge / Skills		✔	3	3	19	29	
	D/601/7417	TDA 2.12	Prepare and maintain learning environments	Skills		✔	2	3	18	37	
	K/601/6500	TDA 2.13	Provide displays in schools	Knowledge / Skills		✔	2	3	15	43	
	A/601/4072	TDA 3.7	Support assessment for learning	Knowledge / Skills		✔	3	4	20	49	

Unit ref.	Unit no.	Unit title	Unit Type	L2 Award Support Work in Schools (SWIS)	L2 Cert Supporting Teaching & Learning in Schools (STLS)	Level	Credit	GLH	Page	Notes
A/601/6517	TDA 2.14	Support children and young people at meal or snack times	Knowledge / Skills		✔	2	3	18	55	
D/601/6526	TDA 2.15	Support children and young people with disabilities and special educational needs	Knowledge / Skills		✔	2	4	26	59	
T/601/6564	TDA 2.16	Support children and young people's play and leisure	Knowledge / Skills		✔	2	3	16	65	
Y/601/6573	TDA 2.17	Support children and young people's travel outside of the setting	Knowledge / Skills		✔	2	3	22	71	
M/601/6577	TDA 2.18	Support extra-curricular activities	Skills		✔	2	3	15	77	
A/601/6579	TDA 2.19	Support the use of information and communication technology for teaching and learning	Knowledge / Skills		✔	2	2	12	83	
J/601/8027	HSC 2028	Move and position individuals in accordance with their plan of care	Knowledge / Skills		✔	2	4	26	89	
D/601/9023	HSC 2001	Provide support for therapy sessions	Knowledge / Skills		✔	2	2	14	95	

Section 2: Units

This section includes CACHE assessment tasks for tutors' convenience.
They are not mandatory.

Assessment Methods

Please note that the following assessment methods can be applied across knowledge only assessment criteria and the optional task devised by CACHE is an example of one such method.

- Direct observation
- Professional discussion
- Expert Witness evidence
- Learner's own work products
- Learner log or reflective diary
- Activity plan or planned activity
- Observation of children, young people or adults by the learner
- Portfolio of evidence
- Recognition of Prior Learning to evidence a full unit
- Reflection on own practice in real work environment
- Written and pictorial information
- Scenario or case study
- Task set by CACHE (for knowledge learning outcomes)
- Oral questions and answers
- Non-compulsory assessment method devised by centre and approved by CACHE.

Unit Layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. EDEXCEL, CACHE etc.).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the QCF framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task (set by CACHE)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* Additional information, Unit assessment guidance and Assessment tasks may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

TDA 2.5: Schools as organisations

Unit reference	T/601/3325	**Level**	2
Credit value	3	**GLH**	20

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

Learner name:	**CACHE Centre no:**
CACHE PIN:	**ULN:**

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
1. Know the different types of schools in the education sector.	1.1. Identify the main types of state and independent schools.		
	1.2. Describe the characteristics of the different types of schools in relation to educational stage(s) and school governance.		
2. Know how schools are organised in terms of roles and responsibilities.	2.1. Describe roles and responsibilities of: • school governors • senior management team • other statutory roles e.g. SENCO • teachers • support staff.		
	2.2. Describe the roles of external professionals who may work with a school e.g. educational psychologist.		
3. Understand how schools uphold their aims and values.	3.1. Define the meaning of: • aims • values.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Describe with examples how schools may demonstrate and uphold their aims.		
	3.3. Describe with examples how schools may demonstrate and uphold their values.		
4. Know about the laws and codes of practice that affect work in schools.	4.1. Identify the laws and codes of practice affecting work in schools.		
	4.2. Describe how laws and codes of practice promote pupil well being and achievement.		
5. 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: • staff • pupil welfare • teaching and learning.		
6. 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.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: TDA 2.5
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	SWiS 2.2 Explore school values, policies, roles and responsibilities Introductory training materials: • Role and context
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles.

Assessment task – TDA 2.5 Schools as organisations

Task 1 links to learning outcomes 1, 2, 3, 4, 5 and 6, assessment criteria 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2 and 6.3.

Knowing how schools work as organisations would support your work in education. Develop a reference folder that will include information that shows you can:

- identify the main types of state and independent schools
- describe the characteristics of the different types of schools in relation to educational stage(s) and school governance
- describe roles and responsibilities of:
    - school governors
    - senior management team
    - other statutory roles e.g. SENCO
    - teachers
- describe the roles of external professionals who may work with a school e.g. educational psychologist
- define the meaning of:
    - aims
    - values
- describe with examples how schools may demonstrate and uphold their aims
- describe with examples how schools may demonstrate and uphold their values
- identify the laws and codes of practice affecting work in schools
- describe how laws and codes of practice promote pupil well being and achievement
- describe why schools have policies and procedures
- identify the policies and procedures schools may have relating to:
    - staff
    - pupil welfare
    - teaching and learning
- identify the roles and responsibilities of national and local government for education policy and practice
- describe the role of schools in national policies relating to children, young people and families
- describe the roles of other organisations working with children and young people and how these may impact on the work of schools.

TDA 3.2: Schools as organisations

Unit reference	A/601/3326	**Level**	3
Credit value	3	**GLH**	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.

Learner name:	**CACHE Centre no:**
CACHE PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know the structure of education from early years to post-compulsory education.	1.1. Summarise entitlement and provision for early years education.		
	1.2. Explain the characteristics of the different types of schools in relation to educational stage(s) and school governance.		
	1.3. Explain the post-16 options for young people and adults.		
2. Understand how schools are organised in terms of roles and responsibilities.	2.1. Explain the strategic purpose of: • school governors • senior management team • other statutory roles e.g. SENCO • teachers • support staff roles.		
	2.2. Explain the roles of external professionals who may work with a school e.g. educational psychologist.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand school ethos, mission, aims and values.	3.1. Explain how the ethos, mission, aims and values of a school may be reflected in working practices.		
	3.2. Evaluate methods of communicating a school's ethos, mission, aims and values.		
4. Know about the legislation affecting schools.	4.1. Summarise the laws and codes of practice affecting work in schools.		
	4.2. Explain how legislation affects how schools work.		
	4.3. Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including: • general bodies such as the Health and Safety Executive • school specific regulatory bodies.		
5. 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: • staff • pupil welfare • teaching and learning • equality, diversity and inclusion • parental engagement.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Evaluate how school policies and procedures may be developed and communicated.		
6. 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.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.2
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:		20
Relationship to occupational standards – provided with the QCF unit	SWiS 3.2 Support the ethos, policies and working practices of the school Introductory training materials: • Role and context	
Guidance for developing assessment arrangements for the unit:		
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles.	

Assessment task – TDA 3.2 Schools as organisations

Task 1 links to learning outcomes 1, 2, 3, 4, 5 and 6, assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.,2, 4.3, 5.1, 5.2, 5.3, 6.1 and 6.3.

Knowing how schools work as organisations would support your work in education. Develop a reference folder that will include information that shows you can:

- summarise entitlement and provision for early years education
- explain the characteristics of the different types of schools in relation to educational stage(s) and school governance
- explain the post-16 options for young people and adults.
- explain the strategic purpose of:
  - school governors
  - senior management team
  - other statutory roles e.g. SENCO
  - teachers
  - support staff roles
- explain the roles of external professionals who may work with a school e.g. educational psychologist
- explain how the ethos, mission, aims and values of a school may be reflected in working practices
- evaluate methods of communicating a school's ethos, mission, aims and values
- summarise the laws and codes of practice affecting work in schools
- explain how legislation affects how schools work
- explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including:
  - general bodies such as the Health and Safety Executive
  - school specific regulatory bodies
- explain why schools have policies and procedures
- summarise the policies and procedures schools may have relating to:
  - staff
  - pupil welfare
  - teaching and learning
  - equality, diversity and inclusion
  - parental engagement
- evaluate how school policies and procedures may be developed and communicated
- summarise the roles and responsibilities of national and local government for education policy and practice
- explain the role of schools in national policies relating to children, young people and families
- explain the roles of other organisations working with children and young people, and how these may impact on the work of schools.

TDA 2.11: Contribute to supporting bilingual learners

Unit reference	L/601/7414	**Level**	2
Credit value	2	**GLH**	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.

Learner name:	**CACHE Centre no:**
CACHE PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to interact with bilingual learners.	1.1. Interact with **bilingual learners** in a way that demonstrates: • respect for their first or home language(s), values, culture and beliefs • sensitivity to individual needs.		
	1.2. Use language and vocabulary which is appropriate to the learner's age, level of understanding and proficiency in the **target language**.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to 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.		
3. Be able to 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: • the learning activities • language development.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: TDA 2.11
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL11 Contribute to supporting bilingual/multilingual pupils. Introductory training materials for teaching assistants: • Inclusion

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Learning outcomes 1, 2 and 3 must be assessed in relation to the real work environment. Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. **Bilingual learners** are those who have been exposed to two or more languages. The term encompasses both those who are newly arrived and who are new to the language used to deliver the curriculum, and those more advanced bilingual learners who can communicate confidently in the language used to deliver the curriculum but need further support with language use in academic contexts. **Target language** is the additional or second language needed by bilingual learners to access the curriculum i.e. English as an additional language (EAL) or Welsh/Gaeilge as a second language. **Techniques to support the learning and language development needs of individual learners** e.g.: • 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.

Assessment task – TDA 2.11 Contribute to supporting bilingual learners

This is a skills/competency unit only; therefore, assessment by a CACHE task is not applicable.

TDA 3.9: Invigilate tests and examinations

Unit reference	Y/601/7416	**Level**	3
Credit value	3	**GLH**	19

Unit aim   This unit provides the knowledge, understanding and skills required to invigilate external and internal tests and examinations, including module tests, practical and oral examinations, under formal conditions. It covers preparing examination rooms and resources, preparing candidates for the tests and examinations, as well as running and ending tests and examinations according to the centre's procedures. It also covers dealing with specific situations such as access arrangements, emergencies and suspicion of malpractice.

Learner name:	**CACHE Centre no:**
CACHE PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand policy and procedures for the conduct of tests and examinations.	1.1. Explain the centre's tests and examinations policy.		
	1.2. Explain the procedures and regulations for the conduct of external examinations and any inspection procedures related to this.		
	1.3. Explain the sorts of **access arrangements** that may be required for candidates with additional needs.		
	1.4. Explain the centre's procedures for responding to health, safety and security emergencies during a test or examination.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Explain the reasons why a candidate may need to be supervised between tests and examinations.		
2. Be able to prepare for tests and examinations.	2.1. Demonstrate the correct procedures for **setting up an examination room**.		
	2.2. Identify and obtain supplies of authorised stationery and materials including the correct test or examination papers.		
	2.3. Explain and demonstrate arrangements for the safe custody of question papers and other test or examination materials.		
	2.4. Identify and comply with any **specific requirements** for the test or examination and/or the candidates involved.		
	2.5. Identify and check any emergency communication system if available.		
3. Be able to prepare candidates for tests and examinations.	3.1. Explain the importance of having the examination room ready to admit candidates at the scheduled time.		
	3.2. Demonstrate the correct procedures for admitting candidates into the room.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Perform the necessary checks for: • verifying the identity of the candidates • ensuring that no inadmissible equipment or materials are brought into the examination room • confirming candidates are seated according to the seating plan • ensuring that candidates have the correct papers and materials.		
	3.4. Explain the procedures for dealing with: • candidates who are not on the test or examination attendance list • candidates who arrive late for a test or examination.		
4. Be able to implement invigilation requirements.	4.1. Explain the importance of ensuring all rules and regulations relating to the conduct of tests and examinations are strictly applied and followed.		
	4.2. Give clear and unambiguous instructions to candidates at the start of tests and examinations.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Demonstrate the correct procedures for completing an attendance register including specific requirements for candidates who are: • withdrawn from a test or examination • not on the register • late for a test or examination • absent from a test or examination.		
	4.4. Apply the centre's procedures for dealing with: • queries from candidates • disruptive behaviour or irregular conduct • candidates who want or need to leave the examination room during the test or examination.		
5. Be able to end tests and examinations.	5.1. Demonstrate the correct procedures for ending tests and examinations including: • collecting papers • allowing candidates to leave the examination room • completing test and examination records.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.2. Differentiate between ending tests and examinations when: • all candidates are due to finish their test or examination at the same time • some candidates are still engaged in a test or examination.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.9
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL17 Invigilate tests and examinations
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in relation to the real work environment. Access arrangements: the arrangements made by the Centre and agreed by the awarding body, if appropriate, for candidates with additional needs, e.g. reading assistance, scribe, sign interpreter. Setting up an examination room includes: • the required number and positioning of desks/work stations • display of notices • clock • Centre number • instructions for candidates • seating plan • attendance register • health and safety arrangements • environmental conditions such as heating, lighting, ventilation and the level of outside noise. Specific requirements for the test or examination and/or the candidates involved e.g.: • further guidance • erratum notices • supervision of individual candidates between tests or examinations • access arrangements.

Assessment task – TDA 3.9 Invigilate tests and examinations

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

You have been invited to apply to become an invigilator within your educational environment. For your interview you have been asked to prepare information to show that your can:

- explain the Centre's tests and examinations policy
- explain the procedures and regulations for the conduct of external examinations and any inspection procedures related to this
- explain the sorts of **access arrangements** that may be required for candidates with additional needs
- explain the Centre's procedures for responding to health, safety and security emergencies during a test or examination
- explain the reasons why a candidate may need to be supervised between tests and examinations.

TDA 2.12: Prepare and maintain learning environments

Unit reference	D/601/7417	**Level**	2
Credit value	3	**GLH**	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.

Learner name:	**CACHE Centre no:**
CACHE PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2 and 3 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to prepare learning environments.	1.1. Describe the importance of health, safety and security in **learning** environments.		
	1.2. Organise learning environments to meet: • the requirements of the planned learning activities • the age range of learners involved • any particular needs of the learners.		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Set out **learning resources** so that learners are able to participate safely and effectively in the planned activities.		
2. Be able to prepare learning materials.	2.1. Follow relevant manufacturers' instructions and health and safety requirements when preparing **learning material.**		
	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.		
3. Be able to 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: • maintain health, safety and security • maintain the comfort of learners and adults • make the best use of the space available for activities • ensure access and ease of movement for all.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Support learners to: • select learning resources and materials relevant to their learning tasks • use resources safely and correctly.		
	3.4. Demonstrate ways of supporting learners to accept responsibility for: • the safe use and care of the environment, equipment and materials • returning equipment and materials to the appropriate place after use.		
	3.5. Follow organisational procedures for reporting deficiencies, damage and shortfalls in stocks of equipment and materials.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: TDA 2.12
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL 31 Prepare and maintain the learning environment
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Learning outcomes 1, 2 and 3 must be assessed in relation to the real work environment. Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. **Learning environments** include areas inside or outside of the setting which are used for learning activities e.g.: • general teaching areas such as classrooms • specialist teaching areas such as those set up for science, art, food technology or PE • outside areas such as the playground, games field or wildlife/nature areas • areas outside of the setting such as those used for field studies, cultural visits or other off-site activities. Safety equipment: the equipment required by legislation and/or the organisation for ensuring the safety of children, young people and adults in the learning environment including: • a fully equipped first aid box • equipment to protect children, young people and adults from accidents, e.g. 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 (e.g. 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 e.g.: - light - ventilation - temperature.

Assessment task – TDA 2.12 Prepare and maintain learning environments

This is a skills/competency unit only; therefore, assessment by a CACHE task is not applicable.

TDA 2.13: Provide displays in schools

Unit reference	K/601/6500	**Level**	2
Credit value	3	**GLH**	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.

Learner name:	**CACHE Centre no:**
CACHE PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the school policy and procedures for displays.	1.1. Describe the school policy for **displays**.		
	1.2. Describe the importance and purposes of displays in the school.		
	1.3. Describe how displays are used in the learning process.		
	1.4. Describe the requirements and procedures for carrying out a risk assessment for displays.		
2. Be able to design displays.	2.1. Plan the design and content of the display to meet an agreed **purpose**.		
	2.2. Involve pupils in planning the design and content of the display.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Encourage pupils to develop materials for the display.		
	2.4. Select and create materials relevant to the purpose of the display.		
3. Be able to set up displays.	3.1. Locate the display in an appropriate and accessible place for users.		
	3.2. Display all relevant material.		
	3.3. Use clear labelling and layout to acknowledge and celebrate pupils' work.		
	3.4. Check that the display meets relevant health, safety, security and access requirements.		
4. Be able to maintain displays.	4.1. Identify the optimum time duration for the display by reference to its theme, purpose and materials used.		
	4.2. Maintain the display in a tidy, clean and correctly laid out condition.		
	4.3. Monitor the display for stability and safety and take appropriate action if required.		
	4.4. Assess the display regularly for its continuing usefulness and attractiveness.		
	4.5. Add to, amend and update the display as required by its theme and use.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to 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.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: TDA 2.13
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL16 Provide displays (IL3/10)
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Learning outcome 2, 3, 4 and 5 must be assessed in relation to the real work environment. Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. **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.: • learning resource • celebrating achievement • celebrating diversity • promoting a sense of community and belonging • improving the environment • providing information • to prompt feedback.

Assessment task – TDA 2.13 Provide displays in schools

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

You have been asked to provide a display in your school for an open evening for children and parent(s)/carers. Before you start working on the display the teacher has asked you to produce written notes that show that you can:

- describe the school policy for displays
- describe the importance and purposes of displays in the school
- describe how displays are used in the learning process
- describe the requirements and procedures for carrying out a risk assessment for displays.

TDA 3.7: Support assessment for learning

Unit reference	A/601/4072	**Level**	3
Credit value	4	**GLH**	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.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Explain how assessment for learning can contribute to planning for future learning carried out by: • the teacher • the learners • the learning support practitioner.		
2. Be able to 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.		
3. Be able to 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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: • reflect on their learning • identify the progress they have made • identify their emerging learning needs • identify the strengths and weaknesses of their learning strategies and plan how to improve them.		
4. Be able to contribute to reviewing assessment for learning.	4.1. Provide feedback to the teacher on: • learner participation and progress in the learning activities • learners' engagement in and response to assessment for learning • learners' progress in taking responsibility for their own learning.		
	4.2. Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.7
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL 30 Contribute to assessment for learning.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in relation to the real work environment. **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.

Assessment task – TDA 3.7 Support assessment for learning

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

Produce a briefing paper regarding assessment for learning for the next governing body meeting. The information must show that you can:

- compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements
- summarise the difference between formative and summative assessment
- explain the characteristics of **assessment for learning**
- explain the importance and benefits of assessment for learning
- explain how assessment for learning can contribute to planning for future learning carried out by:
    - the teacher
    - the learners
    - the learning support practitioner.

NB: You may choose to present your information diagrammatically with written information or in a written form.

TDA 2.14: Support children and young people at meal or snack times

Unit reference	A/601/6517	**Level**	2
Credit value	3	**GLH**	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.

Learner name:	**CACHE Centre no:**
CACHE PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 4 and 5 must be assessed in real work environments by a vocationally competent assessor.			
1. Know the principles of healthy eating for children and young people.	1.1. Outline the nutritional requirements of a healthy diet for children and young people.		
	1.2. Describe examples of healthy meals and snacks for children and young people.		
	1.3. Describe how culture, religion and health conditions impact on food choices.		
2. Know the benefits of healthy eating for children and young people.	2.1. Describe the benefits of healthy eating for children and young people.		
	2.2. Describe the possible consequences of an unhealthy diet.		
	2.3. Describe how to recognise and deal with allergic reactions to food.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Describe where to get advice on dietary concerns.		
3. Know how to encourage children and young people to make **healthier food choices.**	3.1. Describe the food policy of the setting.		
	3.2. Describe with examples ways of encouraging children and young people: • to make healthier food choices • to eat the food provided for them.		
4. Be able to 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.		
5. Be able to 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.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: TDA 2.14
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Learning outcomes 4 and 5 must be assessed in relation to the real work environment. Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. **Healthier food choices** in relation to: • meals provided in the setting • packed lunches • snacks • meals and snacks purchased off-site. **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 • conduct at the table • clearing away • sustainability.

Assessment task – TDA 2.14 Support children and young people at meal or snack times

Produce an information pack for parents/carers, children and young people which will consist of three sections:

Section 1: Principles of healthy eating
Section 2: Benefits of health eating
Section 3: Encourage children and young people to healthier food choices

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Section 1: Principles of healthy eating

This section will show that you can:

- outline the nutritional requirements of a healthy diet for children and young people
- describe examples of healthy meals and snacks for children and young people
- describe how culture, religion and health conditions impact on food choices.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

Section 2: Benefits of healthy eating

This section will show that you can:

- describe the benefits of healthy eating for children and young people
- describe the possible consequences of an unhealthy diet
- describe how to recognise and deal with allergic reactions to food
- describe where to get advice on dietary concerns.

Task 3 links to learning outcome 3, assessment criteria 3.1 and 3.2.

Section 3: Encourage children and young people to healthier food choices

This section will show that you can:

- describe the food policy of the setting
- describe with examples ways of encouraging children and young people:
    - to make healthier food choices
    - to eat the food provided for them.

TDA 2.15: Support children and young people with disabilities and special educational needs

Unit reference D/601/6526   **Level**   2

Credit value 4   **GLH**   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.

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Know the rights of disabled children and young people and those with special educational needs.	1.1. Outline the legal entitlements of **disabled** children and young people and those with **special educational needs**.		
	1.2. Describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs.		
	1.3. Describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Describe the purpose of individual plans for disabled children and young people and those with special educational needs.		
	1.5. Describe the principles of working inclusively with disabled children and young people and those with special educational needs.		
2. Understand the disabilities and/or special educational needs of children and young people in own care.	2.1. Describe the relationship between disability and special educational needs.		
	2.2. Describe the nature of the particular disabilities and/or special educational needs of children and young people with whom they work.		
	2.3. Describe the **special provision** required by children and young people with whom they work.		
3. Be able to contribute to the inclusion of children and young people with disabilities and special educational needs.	3.1. **Obtain information** about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work.		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
4. Be able to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences.	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.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: TDA 2.15
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL12 Support a child with disabilities or special educational needs (CCLD 209) STL38 Support children with disabilities or special educational needs (CCLD 321) Introductory training materials: • Inclusion
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Learning outcomes 3 and 4 must be assessed in relation to the real work environment. Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. **Disabled:** The Disability Discrimination Act (DDA) 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 carry out 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.

Assessment task – TDA 2.15 Support children and young people with disabilities and special educational needs

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

As a background to working with children and young people with disabilities and special educational needs, it will help you to know about the rights and needs of those children and young people. You are asked to create a resource folder to include evidence that shows that you can:

- outline the legal entitlements of **disabled** children and young people and those with **special educational needs**
- describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs
- describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs
- describe the purpose of individual plans for disabled children and young people and those with special educational needs
- describe the principles of working inclusively with disabled children and young people and those with special educational needs.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

Include in your resource folder evidence that shows that you can:

- describe the relationship between disability and special educational needs
- describe the nature of the particular disabilities and/or special educational needs of children and young people with whom you work
- describe the **special provision** required by children and young people with whom you work.

TDA 2.16: Support children and young people's play and leisure

Unit reference	T/601/6564	**Level**	2
Credit value	3	**GLH**	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.

Learner name:	**CACHE Centre no:**
CACHE PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the nature and importance of play and leisure.	1.1. Describe the importance of play and leisure for children and young people.		
	1.2. Describe how play and leisure contribute to children and young people's development.		
	1.3. Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play.		
	1.4. Describe the characteristics of freely chosen, self-directed play and leisure.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to support children and young people's play and leisure.	2.1. Describe own role in supporting children and young people's play and leisure activities.		
	2.2. Give attention to children and young people's play and leisure activities while being sensitive to own impact on activities.		
	2.3. Undertake routine safety checks on areas used for children and young people's play and leisure before, during and after play and leisure activities.		
	2.4. Supervise children and young people's play and leisure ensuring their safety.		
	2.5. Interact with children and young people in a way that demonstrates: • interest in what they say, experience and feel • respect for their privacy and freedom to make choices for themselves • encouragement and praise for play and leisure activities.		
3. Be able to 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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
4. Be able to 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.		

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Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

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<div>

Assessor sign off of completed unit: TDA 2.16
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

</div>

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Learning outcomes 2, 3 and 4 must be assessed in relation to the real work environment. Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles.

Assessment task – TDA 2.16 Support children and young people's play and leisure

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

As part of your professional development you have been asked if you would like to work with a teacher to support children's and young people's play and leisure. As a background to this you have been asked to produce a resource file of evidence which shows that you can:

- describe the importance of play and leisure for children and young people
- describe how play and leisure contribute to children and young people's development
- outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play
- describe the characteristics of freely chosen, self-directed play and leisure.

TDA 2.17: Support children and young people's travel outside of the setting

Unit reference	Y/601/6573	**Level**	2
Credit value	3	**GLH**	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.

Learner name:	**CACHE Centre no:**
CACHE PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in real work environments by a vocationally competent assessor.			
1. Know the policy and procedures for children and young people's travel outside of the setting.	1.1. Describe the organisational and legal requirements for children and young people's travel outside of the setting including adult/child ratio requirements.		
	1.2. Describe the different **travel arrangements** which are appropriate to the individual needs of children and young people and the range of **journeys** which are being undertaken.		
	1.3. Describe the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good time.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Describe typical preparations which children and young people and those accompanying them on journeys would have to make for the range of journeys undertaken.		
	1.5. Identify the kinds of issues that might occur when supporting children and young people's travel.		
	1.6. Describe the contingency arrangements appropriate to the issues that may arise when children and young people are travelling.		
2. Be able to support the arrival and departure of children and young people.	2.1. Obtain **information** about the children and young people to be dropped off/picked up.		
	2.2. Communicate arrangements to colleagues when relevant.		
	2.3. Remind children and young people about health and safety issues relating to arriving at and leaving the setting.		
	2.4. Follow the organisational procedures for: • supervising the arrival and departure of children and young people • checking that all children and young people have been accounted for • dealing with any issues arising when children and young people are arriving at or leaving the setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to 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: • on foot • by public transport • by private transport.		
	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.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: TDA 2.17
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	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
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Learning outcomes 2 and 3 must be assessed in relation to the real work environment. Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. **Travel arrangements** as appropriate to the journey e.g.: - method of transport - route - departure and arrival times - stages in the journey - 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.

Assessment task – TDA 2.17 Support children and young people's travel outside of the setting

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.

As part of your role you will be involved in supporting children and young people's travel outside of the setting. As part of your induction you have been asked to provide notes that show that you can:

- describe the organisational and legal requirements for children and young people's travel outside of the setting including adult/child ratio requirements
- 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
- describe the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good time
- describe typical preparations which children and young people and those accompanying them on journeys would have to make for the range of journeys undertaken
- identify the kinds of issues that might occur when supporting children and young people's travel
- describe the contingency arrangements appropriate to the issues that may arise when children and young people are travelling.

TDA 2.18: Support extra-curricular activities

Unit reference	M/601/6577	**Level**	2

Credit value	3	**GLH**	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 extra-curricular activities, delivering activities and bringing activities to an end.

Learner name:	CACHE Centre no:
CACHE PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 1, 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to 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.		
2. Be able to deliver extra-curricular activities.	2.1. Interact with children and young people in a way that makes them feel welcome and at ease.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Comply with organisational procedures for: • checking the children and young people present • making sure children and young people's dress and equipment are safe and appropriate.		
	2.3. Use skills and techniques for ensuring the children and young people understand the activity and what they will be doing.		
	2.4. Use skills and techniques to engage and motivate children and young people to actively participate in extra-curricular activities.		
	2.5. Recognise when children and young people need encouragement and/or help with activities.		
	2.6. Provide children and young people with additional explanations and demonstrations when necessary.		
3. Be able to bring extra-curricular activities to an end.	3.1. Prepare children and young people to finish their activities.		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.4. Follow organisational procedures for: • the safe and orderly departure of children and young people from the activity session • clearing and storing equipment and resources.		
4. Be able to 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.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: TDA 2.18
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL53 Lead an extra-curricular activity.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Learning outcomes 1, 2, 3 and 4 must be assessed in relation to the real work environment. Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. **Extra-curricular activities** are activities that are held outside of normal school hours that can benefit the development of children and young people e.g.: - 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

Assessment task – TDA 2.18 Support extra-curricular activities

This is a skills/competency unit only; therefore, assessment by a CACHE task is not applicable.

TDA 2.19: Support the use of information and communication technology for teaching and learning

Unit reference	A/601/6579	**Level**	2
Credit value	2	**GLH**	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.

Learner name:	**CACHE Centre no:**
CACHE PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2 and 3 must be assessed in real work environments by a vocationally competent assessor.			
1. Know the policy and procedures for the use of ICT for teaching and learning.	1.1. Describe the setting's policy for the use of ICT for teaching and learning.		
	1.2. Identify the **ICT resources** used for teaching and learning within the setting.		
	1.3. Outline relevant legislation, regulations and guidance in relation to the use of ICT e.g. software licensing.		
	1.4. Describe the setting's procedures for dealing with faulty ICT equipment.		
	1.5. Describe the requirements and procedures for storage and security of ICT resources in the setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to prepare ICT resources for use in teaching and learning.	2.1. Follow the manufacturers' and safety instructions for setting up ICT resources.		
	2.2. Describe the risks associated with ICT resources and how to minimise them.		
	2.3. Identify and obtain accessories, consumables and information needed to use ICT resources.		
	2.4. Use screening devices to prevent access to unsuitable material via the internet.		
	2.5. Identify and resolve common problems with ICT resources.		
3. Be able to support the use of ICT for teaching and learning.	3.1. Operate ICT resources correctly and safely when asked to do so.		
	3.2. Give clear **guidance and instructions** on the use of ICT resources.		
	3.3. Provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-confidence and encourage self-help skills in the use of ICT.		
	3.4. Monitor the safe use of ICT resources, including internet access, and intervene promptly where actions may be dangerous.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.5. Describe the sorts of **problems** that might occur when supporting learners using ICT and how to deal with these.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: TDA 2.19
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:		
Relationship to occupational standards – provided with the QCF unit	STL7 Support the use of information and communication technology for teaching and learning Introductory training materials: • ICT	
Guidance for developing assessment arrangements for the unit:		
Unit assessment guidance – provided by the sector	Learning outcomes 2 and 3 must be assessed in relation to the real work environment. Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. **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 • to learners • to other support staff. **Problems** may relate to: • the learning activities • the learning resources • the learning environment • the learners.	

Assessment task – TDA 2.19 Support the use of information and communication technology for teaching and learning

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

As part of your new job role you will be involved in supporting the use of information and communication technology for teaching and learning. As part of your induction to the role you have been asked to produce notes that show that you can:

- describe the setting's policy for the use of ICT for teaching and learning
- identify the **ICT resources** used for teaching and learning within the setting
- outline relevant legislation, regulations and guidance in relation to the use of ICT e.g. software licensing
- describe the setting's procedures for dealing with faulty ICT equipment
- describe the requirements and procedures for storage and security of ICT resources in the setting.

HSC 2028: Move and position individuals in accordance with their plan of care

Unit reference	J/601/8027	**Level**	2
Credit value	4	**GLH**	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.

Learner name:	**CACHE Centre no:**
CACHE PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 3, 4 and 5 must be assessed in a real work environment by a vocationally competent assessor.			
1. Understand anatomy and physiology in relation to moving and positioning individuals.	1.1. Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals.		
	1.2. Describe the impact of specific conditions on the correct movement and positioning of an individual.		
2. Understand legislation and **agreed ways of working** when moving and positioning individuals.	2.1. Describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals.		
	2.2. Describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to minimise risk before moving and positioning individuals.	3.1. Access up-to-date copies of risk assessment documentation.		
	3.2. Carry out preparatory checks using: • the individual's care plan • the moving and handling risk assessment.		
	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 outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to prepare individuals before moving and positioning.	4.1. Demonstrate effective communication with the individual to ensure that they: • understand the details and reasons for the action/activity being undertaken • agree the level of support required.		
	4.2. Obtain **valid consent** for the planned activity.		
5. Be able to move and position an individual.	5.1. Follow the care plan to ensure that the individual is positioned: • using the agreed technique • in a way that will avoid causing undue pain or discomfort.		
	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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.7. Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due.		
6. 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.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: HSC 2028
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	CHS6
Additional unit assessment requirements provided with the QCF unit	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in a real work environment.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	**Agreed ways of working** will include policies and procedures and guidelines where these exist. **Valid consent** must be in line with agreed UK country definition. **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.

Assessment task – HSC 2028 Move and position individuals in accordance with their plan of care

In your work role you have been asked to provide notes for a new member of staff to share knowledge that shows that you can:

Task links to learning outcome 1, 2 and 6, assessment criteria 1.1, 1.2, 2.1, 2.2, 6.1 and 6.2.

- outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals
- describe the impact of specific conditions on the correct movement and positioning of an individual
- describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals
- describe what health and safety factors need to be taken into account when moving and positioning individuals, and any equipment used to do this
- describe when advice and/or assistance should be sought to move or handle an individual safely
- describe what sources of information are available about moving and positioning individuals.

HSC 2001: Provide support for therapy sessions

Unit reference   D/601/9023   **Level**   2

Credit value   2   **GLH**   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.

Learner name:	CACHE Centre no:
CACHE PIN:	**ULN:**

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the benefits of therapy sessions.	1.1. Identify different types of therapy sessions in which an individual may participate.		
	1.2. Describe how therapy sessions can benefit an individual.		
2. Be able to prepare for 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 outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to provide support in therapy sessions.	3.1. Provide support during a therapy session that takes account of: • the therapist's directions • the individual's preferences and requirements.		
	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.		
4. 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.		
5. 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.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off of completed unit: HSC 2001
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	HSC212
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work situation.

Assessment task – HSC 2001 Provide support for therapy sessions

Task links to learning outcome 1, assessment criteria 1.1 and 1.2.

In your work role you have been asked to support your service users to participate in a therapy session. In order to prepare for this your line manager has asked you to provide a set of notes which show that you can:

- identify different types of therapy sessions in which an individual may participate
- describe how therapy sessions can benefit an individual.

Section 3: Documents

Useful documents

This section refers to useful documents that can be found on the secure cachezone system, some of which may assist with the delivery of this qualification.

- How to Guide to Assessing CACHE QCF Qualifications
- CACHE How to - Requirements of Assessors and Internal Quality Assurers

Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. CACHE has devised these templates for your convenience; however, you may design your own forms which comply with the content of the CACHE templates.

- CACHE Evidence Record
- CACHE Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the CACHE Evidence Record
- Completing the CACHE Record of Assessment Cycle

Section 4: Publication history

A comprehensive **CACHE QCF Support Materials Publication History**, including details of changes made to all CACHE QCF support materials since 2010, is available on cachezone.