



Oxford Cambridge and RSA

**Unit Title:**

OCR unit number:

Sector unit number:

Level:

Credit value:

Guided learning hours:

Unit accreditation number:

**Prepare and maintain learning environments**

14

TDA 2.12

2

3

18

D/601/7417

**Unit purpose and 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.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1. Be able to prepare learning environments	1.1 Describe the importance of health, safety and security in <b>learning environments</b>  1.2 Organise learning environments to meet: a) the requirements of the planned learning activities b) the age range of learners involved c) 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	Centres must ensure that all assessment criteria are met.  <b>Learning environments</b> include areas inside or outside of the setting which are used for learning activities eg:  <ul style="list-style-type: none"> <li>• general teaching areas such as classrooms</li> <li>• specialist teaching areas such as those set up for science, art, food technology or PE</li> <li>• outside areas such as the playground, games field or wildlife/nature areas</li> <li>• areas outside of the setting such as those</li> </ul>

	<p>necessary <b>safety equipment</b> is available and functional</p> <p>1.5 Set out <b>learning resources</b> so that learners are able to participate safely and effectively in the planned activities</p>	<p>used for field studies, cultural visits or other off-site activities</p> <p><b>Safety equipment:</b> the equipment required by legislation and/or the organisation for ensuring the safety of children, young people and adults in the learning environment including:</p> <ul style="list-style-type: none"> <li>• a fully equipped first aid box</li> <li>• equipment to protect children, young people and adults from accidents, eg. circuit breaker, cable guards, landing mats for PE, safety goggles for science activities</li> <li>• equipment for use in an emergency, eg. fire extinguishers, fire blanket, emergency alarms and emergency exits</li> </ul> <p><b>Learning resources:</b> materials, equipment (including ICT), software, books and other written materials (eg. handouts, worksheets), DVDs, etc. that are required to support teaching and learning</p>
<p>2. Be able to prepare learning materials</p>	<p>2.1 Follow relevant manufacturers' instructions and health and safety requirements when preparing <b>learning materials</b></p> <p>2.2 Prepare learning</p>	<p><b>Learning materials:</b> the written materials and consumables needed for the learning activity, including:</p> <ul style="list-style-type: none"> <li>• general items such as pencils, rulers and paper</li> </ul>

	<p>materials of the quality and quantity required</p> <p>2.3 Use materials carefully to minimise waste</p> <p>2.4 Dispose of waste materials safely and with due regard to recycling opportunities and sustainable development</p>	<ul style="list-style-type: none"> <li>• curriculum-specific materials such as paints, science materials or cooking ingredients</li> <li>• written materials such as handouts and worksheets</li> </ul>
<p>3. Be able to monitor and maintain learning environments and resources</p>	<p>3.1 Describe how <b>environmental factors</b> may affect the learning process and how they should be adjusted for different types of activities</p> <p>3.2 Monitor and adapt the physical environment as needed to:</p> <ul style="list-style-type: none"> <li>a) maintain health, safety and security</li> <li>b) maintain the comfort of learners and adults</li> <li>c) make the best use of the space available for activities</li> <li>d) ensure access and ease of movement for all</li> </ul> <p>3.3 Support learners to:</p> <ul style="list-style-type: none"> <li>a) select learning resources and materials relevant to their learning tasks</li> <li>b) use resources safely and correctly</li> </ul> <p>3.4 Demonstrate ways of</p>	<p><b>Environmental factors</b> eg:</p> <ul style="list-style-type: none"> <li>• light</li> <li>• ventilation</li> <li>• temperature</li> </ul>

	<p>supporting learners to accept responsibility for:</p> <ul style="list-style-type: none"> <li>a) the safe use and care of the environment, equipment and materials</li> <li>b) returning equipment and materials to the appropriate place after use</li> </ul> <p>3.5 Follow organisational procedures for reporting deficiencies, damage and shortfalls in stocks of equipment and materials</p>	
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## Assessment

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This unit needs to be assessed in line with the Training and Development Agency (TDA) QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment criteria 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

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

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

## National Occupational Standards (NOS) mapping/signposting

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STL31 Prepare and maintain the learning environment

**NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).**

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).