

CACHE Qualification Specification

CACHE Level 1 Award, Certificate and Diploma in Caring for Children (QCF)

© **CACHE 2010**

Except as allowed by law, or where specified in the text, no part of this publication may be reproduced or transmitted in any form or by any means without prior permission from the Council for Awards in Care, Health and Education.

CACHE has provided this Qualification Specification in Microsoft Word format to enable its Centres to use its content more flexibly within their own course materials. You may copy and paste any material from this document; however, CACHE does not accept any liability for any incomplete or inaccurate copying and subsequent use of this information. The use of PDF versions of our support materials on the CACHE website will ensure that correct and up-to-date information is provided to learners.

All photographs appearing in this handbook have a signed parental release form and are the exclusive property of CACHE. They are protected under the copyright law and can not be reproduced, copied or manipulated in any form. This includes the use of any image or part of an image in individual or group projects and assessment materials.

Qualification reference numbers:

CACHE Level 1 Award in Caring for Children (QCF)	500/9010/0
CACHE Level 1 Certificate in Caring for Children (QCF)	500/9009/4
CACHE Level 1 Diploma in Caring for Children (QCF)	501/1015/9

Published in Great Britain by CACHE

First edition 2010 Book code 501/1015/9/Q1

Publication date

September 2010

Publisher

Council for Awards in Care, Health and Education
Apex House
81 Camp Road
St Albans
Hertfordshire
AL1 5GB
Telephone: 0845 347 2123

Registered Company No: 2887166
Registered Charity No: 1036232

Printed in England by

Océ (UK) Limited
Océ House
Chatham Way
Brentwood
Essex
CM14 4DZ

Contents

Section 1: Introduction	5
Introduction	6
The Qualifications and Credit Framework (QCF)	6
Learning time	7
Unique Learner Numbers (ULNs)	7
Making use of the CACHE website	8
Section 2: About these qualifications	9
Introduction to the qualifications	10
Rules of combination and progression	11
Unit List	14
Qualification assessment	17
Expectations for QCF assessment at Level 1	18
Assessment guidance for CACHE QCF units	19
How to approach assessment	21
CACHE recording documents	22
Completing the Record of Assessment Cycle	22
Completing the Evidence Record	23
Completing the Unit Assessment Record	24
Record of Assessment Cycle	25
Evidence Record	27
Unit Assessment Record	29
Section 3: Units	30
Unit layout	31
Unit title: Sharing learning experiences with children	32
Unit title: Growth and development of young children	40
Unit title: Human growth and development	45
Unit title: Respecting and valuing children	51
Unit title: Children's play and leisure activities in the community	56
Unit title: Preparing for your next steps	64
Unit title: Supporting babies to play	71
Unit title: Science activities for young children	77

Unit title: Technology activities for young children	80
Unit title: Musical activities for young children	82
Unit title: Practical health and safety when with young children	85
Unit title: Finding out about Forest Schools	89
Unit title: Craft activities for young children	92
Unit title: Understanding play for early learning	95
Unit title: Safeguarding the welfare of children and young people	98
Unit title: Investigating a vocational area	102
Unit title: Self development	106
Unit title: Healthy living	113
Unit title: Healthy eating for families	118
Unit title: Confidence building for the young child through play	126
Unit title: Listening to and talking with a young child	132
Section 4: Appendices	138
Appendix A: Explanation of verbs used in assessment criteria at Level 1	139
Appendix B: Glossary	140
Appendix C: Recording document templates	146
Record of Assessment Cycle	147
Evidence Record	149
Appendix D: Summary of recommended assessment methods	151
Appendix E: Guidance on the use of e-portfolios for QCF	152
Appendix F: Understanding the Qualifications and Credit Framework (QCF)	153
(a) Introduction to the Qualifications and Credit Framework	153
(b) Introduction to Foundation Learning	156
(c) CACHE Qualifications and Foundation Learning	157
Appendix G: Assessment strategies and principles	160
Section 5: Feedback	164

Section 1: Introduction

Introduction

CACHE Qualification Specifications are primarily aimed at staff within Centres responsible for assessment, quality assurance and course delivery.

This Qualification Specification provides important information about the CACHE Level 1 Award, Certificate and Diploma in Caring for Children, including details of the units and assessments required to complete the qualification.

It also contains other important information about the Qualifications and Credit Framework (QCF), rules of combination, progression, assessment guidance and a glossary of terms.

The Qualifications and Credit Framework (QCF)

This qualification is part of the Qualifications and Credit Framework (QCF). The QCF allows learners to build towards a qualification at their own pace and in small steps of learning.

The qualifications can be named Awards, Certificates or Diplomas dependent on their size, and are made up of a number of units which each have a stated unit aim.

Each unit is made up from learning outcomes and each learning outcome is linked to a number of assessment criteria. Each of the assessment criteria must be completed successfully for a learner to achieve the unit.

Learning outcomes can cover skills that learners can perform, or knowledge which they can learn or can sometimes cover a combination of the two.

Each unit has a level and a credit value. The level, from Entry through to Level 8, reflects the level of challenge or difficulty of the unit. The credit value gives a representation of how much time and effort it takes to complete a unit, with one credit representing approximately ten hours of learning.

Unit title: Sharing learning experiences with children

Unit number:

Unit reference: Y/601/0109

Unit level: 1

Unit credit value: 4

Unit aim: The aim of this unit is to develop the learners' knowledge and understanding of types of learning experiences, which could be shared with children, and the importance of these experiences to promote learning.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how children learn	1.1. Identify ways that children can learn
	1.2. Outline ways that children use senses to find out about the world

All of the units which learners achieve through this qualification can be 'banked'. This means if they want to take another qualification at a later date which has the same units included, they don't have to re-study those units.

Learning time

To achieve the qualification learners will need to spend some time in personal study as well as the time spent with their course advisor, tutor or Assessor. This is known as 'learning time'.

Learning time consists of all the time needed to achieve each unit and can include:

- meetings or study with the course advisor, tutor or Assessor
- personal study such as private reading and completing assessments
- time being assessed to undertake practical work or work experience.

Unique Learner Numbers (ULNs)

Centres must be able to register and issue learners with a Unique Learner Number (ULN) if they do not have one. This is an individual number available to anyone over the age of 14 years involved in UK education which will transfer with them when they move on to other programmes of study. Learners do not need a ULN to take a CACHE qualification but without one, Centres may not be able to access public funding on their behalf.

It is expected that in the future learners will be able to use their ULN to access an on-line Personal Learning Record (PLR) which will show all their credit and qualification achievements in the QCF. With each learner's permission, Centres will also be able to access their Personal Learning Record to view their previous achievements. This will help Centres to ensure that

opportunities for credit transfer and exemption are maximised for each learner by recognising their previous relevant achievements against the qualification they are currently pursuing.

Making use of the CACHE website

The CACHE website is maintained on a regular basis and this is where the most up to date documents can always be found. CACHE strongly advises that the CACHE website is used as a resource on an on-going basis for learners and Centres to ensure that the information being worked with remains current. Any amendments to Qualification Specifications and Learner Achievement Logs will be placed on the website and notification of these changes will be highlighted to Centres as part of CACHE's regular electronic newsletter communications.

www.cache.org.uk

This Qualification Specification contains all the information needed for the mandatory elements of this qualification.

There are also some other key documents available on the website that relate to all CACHE qualifications that can be referred to when required. For example:

- Customer Charter
- Complaints Procedure
- Reporting and Investigating Malpractice Cases
- Avoiding Plagiarism
- Appeals Process
- Equality and Diversity Statement.

In addition, the CACHE website includes regular news updates and case studies and contains links to other websites of relevance.

CACHE documents are version controlled so any paper-based document, whether it is a CACHE printed publication or something previously downloaded from the website, can be easily checked for subsequent updates or revisions.

Section 2: About these qualifications

Introduction to the qualifications

These qualifications are designed to stimulate interest and encourage the learners' understanding of the skills and knowledge needed to care for a child.

The units cover both personal development and the development and growth of babies and young children. They also explore:

- the value of a healthy lifestyle and diet
- communication and learning
- aspects of play
- the importance of building children's confidence.

Additionally the range of units allows the learner to achieve above and below the level of the qualifications increasing their suitability for a variety of learners.

Although they do not qualify learners to work with children they do support them in preparing for the "next steps" either in training or moving towards the world of work.

They are aimed at a range of learners, including young people needing to develop life skills as well those who are thinking of working in childcare. They are also suitable for parents who wish to develop parenting skills, mature learners with special educational needs, or where English is an additional language.

In addition the qualifications allow Centres flexibility in its offering with a mix of vocational units and personal and social development (PSD) units. Functional Skills can also be added if required.

These qualifications:

- are suitable for 14-19 year olds as well as adults and those who have English as an Additional Language (EAL)
- are part of Foundation Learning (FL) and will appear on the Foundation Learning Catalogue and will be eligible for Foundation Learning funding
- are designed to stimulate interest and encourage the learners' understanding of the skills required to care for children
- support the learner in preparing for the "next steps" either in training or moving towards the world of work
- will reflect the themes of Every Child Matters and Early Years Foundation.

Unit certificates can be claimed for all achieved units.

Rules of combination and progression

Rules of combination is the phrase that is used to describe how units and their associated credit values can be put together to form a named and recognised qualification.

This table sets out the rules of combination and their requirements relevant to this publication.

Qualifications		
Rules of combination for the Award <ul style="list-style-type: none">• learners must achieve a minimum of 10 credits for the Award• 6 or more credits must be achieved at Level 1 or Level 2 (Group A)• a further 4 credits must be achieved from either Group A or Group B.	Rules of combination for the Certificate <ul style="list-style-type: none">• learners must achieve a minimum of 26 credits for the Certificate.• 14 or more credits must be achieved at Level 1 or Level 2 (Group A)• a further 12 credits must be achieved from either Group A or Group B.	Rules of Combination for the Diploma <ul style="list-style-type: none">• learners must achieve a minimum of 37 credits for the Diploma• 19 or more credits must be achieved at Level 1 or Level 2 (Group A)• a further 18 credits must be achieved from either Group A or Group B

This section sets out the progression from one level to another.

Progression from Entry Level 3 to Level 1

If the following units have been achieved at Entry Level 3 the credits can be counted towards the Level 1 Award / Certificate / Diploma in Caring for Children:

- Respecting and valuing children
- Children's play and leisure activities in the community
- Confidence building for the young child through play
- Listening to and talking with a young child.

This section sets out the progression from one qualification to another.

Progression from Award to Certificate

Credits achieved in the Level 1 Award in Caring for Children can be counted towards the Level 1 Certificate in Caring for Children.

For example:

If a learner has achieved 6 credits from Group A for the Level 1 Award in Caring for Children a further 8 credits will need to be achieved from Group A for the Level 1 Certificate in Caring for Children. A further 12 credits will need to be achieved from the remaining units.

Progression from Certificate to Diploma

Credits achieved in the Level 1 Certificate in Caring for Children can be counted towards the Level 1 Diploma in Caring for Children.

For example:

If a learner has achieved 14 credits from Group A for the Level 1 Certificate in Caring for Children a further 5 credits will need to be achieved from Group A for the Level 1 Diploma in Caring for Children. A further 18 credits will need to be achieved from the remaining units from either Group A or Group B.

Progression from Diploma to Level 2

Within the Caring for Children qualification suite learners are able to achieve Level 2 units to gain an understanding of the rigour and level of study required to progress to the next Level.

The Diploma unit bank contains unit TDA 2.2 'Safeguarding the welfare of children and young people' (Unit ref: K/601/3323). For those learners wishing to progress to Level 2, this unit can be offered as an introduction to the CACHE Level 2 Certificate for the Children and Young

People's Workforce qualification and/or the CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools.

The credit obtained by achieving this unit can be transferred to the CACHE Level 2 Certificate for the Children and Young People's Workforce and/or the CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools when the learner has been registered for either of these qualifications.

Unit List

CACHE Level 1 Award, Certificate and Diploma in Caring for Children

Unit number	Unit reference	Unit title	Unit type	Level	Credit value	GLH	Page
Group A							
CFC 13	Y/601/0109	Sharing learning experiences with children	Vocational	1	4	36	32
CFC 14	F/601/3408	Growth and development of young children	Vocational	1	2	18	40
CFC 15	A/601/3407	Human growth and development	Vocational	1	2	18	45
CFC 9	M/601/0116	Respecting and valuing children	Vocational	1	2	17	51
CFC 10	T/601/0117	Children's play and leisure activities in the community	Vocational	1	3	27	56
CFC 16	L/601/0110	Preparing for your next steps	Vocational/PSD *	1	4	36	64
CFC 17	J/601/3409	Supporting babies to play	Vocational/PSD *	1	3	27	71
CFC 21	D/602/2388	Science activities for young children	Vocational	1	3	27	77

CACHE Level 1 Award, Certificate and Diploma in Caring for Children
Qualification Specification

CFC 22	R/602/2386	Technology activities for young children	Vocational	1	2	18	80
CFC 23	D/602/2391	Musical activities for young children	Vocational	1	2	18	82
CFC 24	H/602/2389	Practical health and safety when with young children	Vocational	1	3	27	85
CFC 25	J/602/2384	Finding out about Forest Schools	Vocational	1	3	27	89
CFC 26	M/602/2900	Craft activities for young children	Vocational	1	3	27	92
+	R/500/5531	Understanding play for early learning	Vocational	1	3	27	95
** TDA 2.2	K/601/3323	Safeguarding the welfare of children and young people	Vocational	2	3	20	98
CFC 18	T/600/3250	Investigating a vocational area	PSD	2	2	16	102
CFC 19	A/600/3735	Self development	Vocational	2	3	24	106
Group B							
HL 1	F/502/0476	Healthy living	PSD	1	2	20	113
CFC 20	R/601/0108	Healthy eating for families	PSD	1	4	36	118
CFC 1	T/601/3406	Confidence building for the young child through play	Vocational	EL3	3	30	126

CACHE Level 1 Award, Certificate and Diploma in Caring for Children
Qualification Specification

CFC 2	F/601/0119	Listening to and talking with a young child	Vocational	EL3	3	30	132
-------	------------	---------------------------------------------	------------	-----	---	----	-----

* These units can be selected as either a vocational or PSD unit

** This unit is only available for the Diploma

+ The unit number has not been provided by the unit owner

Qualification assessment

This section covers:

- Expectations for QCF assessment at Level 1
- Assessment guidance for CACHE QCF units
- How to approach assessment

Expectations for QCF assessment at Level 1

In each learning outcome for each unit the learner must demonstrate the following:

Knowledge and understanding	<ul style="list-style-type: none">• Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks• Be aware of information relevant to the area of study or work
Application and action	<ul style="list-style-type: none">• Complete well-defined routine tasks• Use relevant skills and procedures• Select and use relevant information• Identify whether actions have been effective
Autonomy and accountability	<ul style="list-style-type: none">• Take responsibility for completing tasks and procedures subject to direction or guidance as needed
Summary Level 1	Achievement at level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

These qualifications contain units at different levels. For expectations for QCF assessment at levels other than Level 1, please refer to the “**CACHE ‘How to’ ... A Guide to Assessing CACHE QCF Qualifications**” document on the CACHE website: www.cache.org.uk.

Assessment guidance for CACHE QCF units

1. A recommended range of assessment methods has been identified for this qualification to give the opportunity for the different learning styles and individual needs of learners to be taken into account.

Recommended range of assessment methods

One or more of the following assessment methods can be chosen to produce evidence:

- task set by CACHE (which covers the knowledge assessment criteria)
- written and pictorial information (including leaflet or booklet, information cards, chart or diagram, information board etc)
- oral questioning.

If a Centre is proposing to use an assessment method that is not included within the recommended list they should contact their Centre Advisor with full details of the proposed assessment method. The method needs formal approval from the CACHE Chief Examiner before it can be used.

A key to the CACHE recommended assessment methods is included in Appendix D. For further details about all assessment methods please refer to the **How to.....A Guide to Assessing CACHE QCF Qualifications** which can be found on the CACHE website www.cache.org.uk.

2. The method of recording evidence will vary dependent on a particular learner's identified assessment needs. For example, audio recording could be used in some circumstances instead of paper based methods where appropriate.
3. Evidence must be shown that every assessment criterion has been met. However, one piece of evidence can be used to cover more than one assessment criterion and this holistic approach should be actively encouraged.
4. CACHE has produced three recording documents to support centres in recording information related to individual learner assessment. These will give a clear audit trail of a learner's progress in achieving a QCF learning outcome, unit or qualification:
 - **Record of Assessment Cycle** – to plan learner activities and record Assessor feedback
 - **Evidence Record** – to record evidence of assessment activities
 - **Unit Assessment Record** – to record learner achievement of assessment criteria and confirm completion of units.

The **Record of Assessment Cycle** is provided as a template in Appendix C of this Qualification Specification for reproducing or photocopying by the Assessor as required.

The content of this recording document is mandatory but Centres may use a Centre devised version which complies with the content of the CACHE recording document.

The **Evidence Record** is also provided as a template in Appendix C of this Qualification Specification for reproducing or photocopying by the Assessor as required. This is not a mandatory document at this level of qualification but it may be of use to Assessors in some circumstances so has been included.

The **Unit Assessment Record** is provided by CACHE for each unit and these are included in all Learner Achievement Logs for mandatory units. Those for optional units are located in the Optional Unit documents which are available on the CACHE website www.cache.org.uk. Completion of the Unit Assessment Record is compulsory for all learners in order to confirm completion of a unit and claim certification. This document may be replicated in an electronic format for e-portfolios. Learners should be encouraged to maintain an appropriately referenced work folder of evidence in paper based or electronic format including appropriate signposting where required.

Guidance on the use of these recording documents is included in this Qualification Specification in the section entitled CACHE Recording Documents.

5. Centres are required to internally assure the quality of assessment at their Centre. The **CACHE Centre Information Pack** which is available on the CACHE website www.cache.org.uk contains current guidance on Centre requirements for internal quality assurance. It also includes other more general information such as Centre and CACHE responsibilities, CACHE processes for registering learners and claiming certification, Centre monitoring visits, recognition of prior learning and evidence retention guidance.
6. CACHE ensures the integrity of its qualifications through its **Quality Standards Monitoring (QSM)** process which is undertaken by Centre Advisors. The focus of this risk-based activity is on monitoring and evaluating the internal quality assurance arrangements and practices. However, there may be occasions when learner evidence and any associated assessment judgements may need to be viewed by CACHE for quality assurance purposes. The CACHE preferred method is for evidence to be viewed electronically, either computer generated or scanned. It is therefore recommended that learners produce evidence using A4 format where possible so they are easily transmittable. If you have any questions relating to this, please contact your CACHE Centre Advisor. Further information on CACHE's Quality Standards Monitoring process is available in the CACHE Centre Information Pack available on the CACHE website www.cache.org.uk.

How to approach assessment

The following eight stages form a simple approach to assessing QCF units and qualifications.

Stage 1	Initial assessment of the learner to identify their assessment needs.
Stage 2	Plan assessments with learner using the Record of Assessment Cycle document or appropriate Centre alternative. For Level 1, this can be holistic across the qualification or planned for each unit but for Entry Level it is more likely this will just be with a unit by unit approach. Identify relevant methods of assessment to support the learner to achieve.
Stage 3	Implement plan to assess the learner using recommended assessment methods. This could be recorded on the Evidence Record document if being used.
Stage 4	<p>Arrange a time and date to feed back to the learner. Feedback should lead into the next assessment forming a continuous cycle until the qualification is achieved. Feedback should be recorded on the Record of Assessment Cycle document or appropriate Centre devised alternative.</p> <p>Best practice for written and verbal feedback to learner Feedback needs to explain to the learner the assessment judgement made by the Assessor on evidence presented by the learner. Where the learner has not achieved the assessment criteria the feedback can identify further actions to support the learner's achievement of the unit or leading into the next assessment plan.</p>
Stage 5	Learner or Assessor to record page number (or other suitable reference) on the Unit Assessment Record to show where the evidence for each assessment criterion is located in the learner's work folder. The assessment method should also be recorded using the key provided in Appendix D.
Stage 6	Assessor to record assessment judgements on the Unit Assessment Record by inserting an initial and the date only when each assessment criterion has been competently achieved.
Stage 7	When a unit is complete, the learner needs to sign and date the declaration of authenticity identified on the Unit Assessment Record unless an e-portfolio version is being used and the learner has a personalised and secure login.
Stage 8	The final feedback will need to confirm that the learner has achieved every assessment criteria in the unit before the Assessor signs and dates the confirmation of completion box identified on the Unit Assessment Record unless an e-portfolio version is being used and the Assessor has a personalised and secure login.

CACHE recording documents

Examples of the three recording documents that CACHE has developed are included on the following pages and templates for use are included in the Qualification Specifications and Learner Achievement Logs as appropriate. Guidance on completion of the recording documents is included in the tables below.

Completing the Record of Assessment Cycle

This will be completed by Assessors to give a clear audit trail of the planning and assessment cycle. This will include planning and feedback on the assessment process carried out throughout the assessment of the units through to qualification. It needs to contain evidence of the planning of assessment and feedback on each assessment method. The content of this document is mandatory but Centres may use a Centre devised alternative which complies with the content of the CACHE recording document.

Area 1	General information to identify the learner and Assessor. The Unique Learner Number (ULN) should be included if known.
Area 2	The Assessor to record detailed information for the learner about planning for assessments. This could be, for example, identifying evidence that could be provided by the learner to support knowledge learning outcomes or activities that could be undertaken by the learner in preparation for direct observations to meet skills / competence learning outcomes. It is up to Centres and learners how they use this recording document or their Centre devised alternative. Assessors can plan with their learner several different activities at any one time and these can either all be included on one recording document or across several recording documents, depending on the Centre and learner preference.
Area 3	The planned activities should be linked by the Assessor to the range of units or assessment criteria that could be covered by them. There is no necessity to identify down to assessment criteria level if not identifiable in advance or not appropriate for the specific planned activity, but units should always be identified.
Area 4	The Assessor should agree a date for the planned activities to be completed, or part completed, by the learner and both learner and the Assessor should initial and date their agreement to the planned activities and timescales.
Area 5	Feedback should be written by the Assessor on learner progress towards the planned activities on the recording document. This could be on just one occasion for the planned activities. Alternatively, the Assessor and learner may chose to review the planned activities on more than one occasion and there is space on the reverse of the recording document for additional planning and feedback if required.
Area 6	To be initialled and dated by both the learner and the Assessor at the end of each feedback or review session.
Area 7	To be initialled and dated by both the learner and the Assessor when the planned activities have been completed.

Completing the Evidence Record

The Evidence Record needs to include a clear description of the evidence being presented to enable the Assessor to make appropriate assessment judgements. This document can be used to record a range of assessment methods. For direct observations and professional discussions, the Evidence Record needs to be completed by the Assessor. However, the learner can complete the Evidence Records for other evidence such as reflective accounts or learner plans and records, and the document can also be completed by Expert Witnesses to record their statements. The content of this document is mandatory but Centres may use a Centre devised alternative which complies with the content of the CACHE recording document.

Area 1	General information to identify the learner and Assessor. The Unique Learner Number (ULN) should be included if known.
Area 2	The Assessor should indicate which assessment method has been used either against the list provided on the document or by adding the appropriate assessment method from the recommended list for the qualification. This should be recorded using the key provided in Appendix D.
Area 3	This section should provide a clear description of the learner's practice to enable the Assessor to make their assessment judgements. It can be completed by the Assessor, the learner or the Expert Witness dependent on the nature of the evidence.
Area 4	The evidence should be linked by the Assessor to the range of units or assessment criteria that it covers.
Area 5	To be signed and dated by both the Assessor and the learner to show that they have both accepted the record.
Area 6	This section should be completed by the internal Quality Assurer if they are assuring the assessment judgements of the Assessor for this piece of evidence as part of their sampling activities.

Completing the Unit Assessment Record

This is a mandatory document that needs to be completed and authorised for each unit for each learner in order to confirm completion and claim certification. If this document is replicated in an electronic format for e-portfolios, signatures are not required providing the learner and Assessor have personalised and secure logins which form a clear audit trail in line with the guidance in Appendix E. The Unit Assessment Records in the Learner Achievement Logs will be pre-populated by CACHE with all the unit information relevant to that unit.

Area 1	General information to identify the learner, Assessor and Centre. The Unique Learner Number (ULN) should be included if known.
Area 2	In the 'Evidence record' column, the learner or Assessor to record both the assessment method and the page number (or other suitable reference) to show where the evidence for each assessment criterion is located in the learner's work folder.
Area 3	In the 'Assessor judgement achieved' column, the Assessor must initial and date to confirm that they have seen evidence that every assessment criterion has been achieved.
Area 4	The learner must sign and date the 'Learner declaration of authenticity' box to confirm that all the evidence presented for the unit is entirely their own work unless an e-portfolio version is being used and the learner has a personalised and secure login.
Area 5	When all the assessment criteria have been completed and signed as achieved, the Assessor must sign and date the 'Assessor sign off of completed unit' box to confirm completion of the whole unit unless an e-portfolio version is being used and the Assessor has a personalised and secure login.

Record of Assessment Cycle

Purpose: an ongoing record of planning and feedback between Assessor and learner

Learner Name			
CACHE PIN		Unique Learner Number	
Assessor Name			

Planned Activities:				Unit	Assessment Criteria
Due Date		Assessor Initial & Date		Learner Initial & Date	

Feedback:					
Date		Assessor Initial & Date		Learner Initial & Date	

Planned Activities:				Unit	Assessment Criteria
Due Date		Assessor Initial & Date		Learner Initial & Date	

Feedback:					
Date		Area 7	Assessor Initial & Date		Learner Initial & Date

Completion Date		Assessor Initial & Date		Learner Initial & Date	
-----------------	--	-------------------------	--	------------------------	--

Evidence Record

Purpose: to record learner evidence against a range of assessment methods

Learner Name			
CACHE PIN	Area 2	ULN	Area 1
Assessor Name			

Assessment Method			
Direct Observation	<input type="checkbox"/>	Learner's Plans / Records	<input type="checkbox"/>
Professional Discussion	<input type="checkbox"/>	Recognition of Prior Learning	<input type="checkbox"/>
Reflection on own practice	<input type="checkbox"/>	Other (please state)	<input type="checkbox"/>
Expert witness evidence	<input type="checkbox"/>		

Recording of Evidence	Unit	Assessment Criteria
Area 3	Area 4	

Unit Assessment Record

Unit title:

Unit number:

Unit level:

Unit aim:

Unit reference:

Unit credit value:

All unit information
will be pre-populated
by CACHE

Area 1

Learner name:	CACHE Centre no:
CACHE PIN:	Unique learner number (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.	1.1.		
	1.2.		
2.	2.1.		
	2.2.		

All unit information
will be pre-populated
by CACHE

Area 2

Area 3

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Area 4

Assessor sign off of completed unit:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

Area 5

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

Section 3: Units

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. TDA, CACHE etc.).
Unit reference	The unique reference number given to each unit at accreditation 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.

Unit title: Sharing learning experiences with children

Unit number: CFC 13

Unit reference: Y/601/0109

Unit level: 1

Unit credit value: 4

Unit aim: The aim of this unit is to develop the learners' knowledge and understanding of types of learning experiences, which could be shared with children, and the importance of these experiences to promote learning.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how children learn.	1.1. Identify ways that children can learn.
	1.2. Outline ways that children use senses to find out about the world.
	1.3. State the importance of investigation for children's learning.
2. Know how to use stories and rhymes with young children.	2.1. Identify stories and rhymes for children 0-5 years.
	2.2. Identify sensory aid(s) to support children's enjoyment of stories.
	2.3. State way to encourage children to take part in stories or rhymes.
3. Understand that the natural world can support children's learning.	3.1. Identify objects of interest from the natural world.
	3.2. List natural environments which may be used to extend children's experiences.
	3.3. Give an example of how outdoor experiences can develop children's curiosity.
4. Know how the local community can be used to broaden children's experiences.	4.1. List local organisations, services or people that can provide experiences for children.
	4.2. State the benefits of finding out about the local community for children.
	4.3. Give examples of ways that local organisations, services or people working in the community can broaden children's experiences.

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	CCLD 203.3 Contributing to supporting children's communication and intellectual development CCLD 206.5 Encouraging children to explore and investigate
Relationship to occupational standards – provided by the sector	Early Years Foundation Stage Enabling environments Every Child Matters Enjoy and achieve
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	1.1. More than 1. 1.2. Include 4 senses. 2.1. A minimum of 3 appropriate stories and 3 rhymes with specific age identified. 3.1. A minimum of 4 objects. 4.3. A minimum of 3 examples.
Unit guided learning hours	36

Assessment task – CFC 13 Sharing learning experiences with children

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, 3 and 4.

Introduction

A new nursery is about to open in your local area. It will provide care and education for children aged 0 – 5 years 11 months. The staff want to let parents know what the nursery has to offer. They have decided to hold an open day.

You have been asked to help them to produce information about ways that children learn.

Before you start think carefully about how you will set out the information. Make sure that the information will be clear for the parents.

Task 1

Design a poster on A4 paper. Include the following information:

- **two** ways that children learn
- ways that children use **each** of the following senses to find out about the world around them:
 - sight
 - touch
 - smell
 - taste
- reasons why it is important for children to investigate the world around them.

Task 2

Produce a chart like the one below on A4 paper. This will help parents to know about some of the stories and rhymes that children will enjoy at the nursery.

Make sure that the stories and rhymes are suitable for children under five.

The information must include:

- the titles of **three** stories and **three** rhymes
- a sensory aid which could be used to help children to enjoy **each** story and rhyme that you have listed
- an example of how children can be encouraged to join in with **each** story or rhyme.

Story or rhyme	Sensory aid	Ways children can be encouraged to take part

Task 3

Produce drawings along with a brief description of ways the nursery may use the natural world to support children's learning. You must include:

- **four** objects from the natural world which are safe for children to handle
- a list of natural environments in the local area where children can be taken on visits
- write about how **one** of the areas can be used to develop children's curiosity.

Instead of drawings you may use digital photographs of objects and natural environments to support your written work.

Task 4

Produce a leaflet for parents which includes the following information:

- a list of local organisations, services or people which can help to provide experiences for children in your local area
- states the benefits for children of finding out about the local community
- **three** examples of ways that the organisations, services or the people you have listed can help to broaden children's experiences.

Delivery guidance – CFC 13 Sharing learning experiences with children

Unit overview

This unit focuses on using the environment, the local community and different activities as learning experiences to support children's cognitive development. It is designed to encourage learners to view all experiences as learning opportunities for children and to take advantage of the resources within the local community. Learners need to understand how children learn so that they can ensure that they maximise all opportunities for children's learning.

The EYFS 2007 describes enabling environments that play a key role in supporting and extending children's development and learning. It also discusses planning for the diverse needs of children and meeting their individual needs. Children need to learn about and develop the skills and understanding that help them make sense of their world. The section 'Knowledge and Understanding of the World' describes how babies and children find out about the world through exploration, through a variety of sources and through having regular opportunities to learn about different ways of life. This unit supports learners in exploring the opportunities available in their own neighbourhood.

'All children have an equal right to relax and play and to join a wide range of activities in a safe and stimulating environment. They should be provided with a range of good quality formal and informal play opportunities. Play is what children and young people do when they follow their own ideas, in their own way and for their own reasons.' This statement reflects Article 31 of the United Nations Convention for the Rights of the Child. Children learn through play, through experimenting and investigating and using their imagination. Story telling is an excellent way of stimulating children's imagination and providing them with ideas for their imaginative and creative play. (Please note that the assessment criterion for learning outcome 2 specifies children between 0 - 5 years.) The local neighbourhood and outdoor spaces provide a rich learning environment which will encourage children's interest and curiosity. This unit should enable learners to see their local environment through the curious eyes of a child and plan learning experiences for them to enjoy.

Activity ideas to help your learners understand the concept of learning experiences for children

For this unit you might like to consider using an imaginary childcare setting to set the scene for the learners' learning. The setting should reflect local culture and could be used for the teaching of other units where relevant. The learners could agree on a name for the setting and either work as a whole class or in small groups.

For example:

You are visiting a local early years setting on work experience and observe the following:

A group of children are playing with Lego and they are building a space ship. A child attempts to use a piece of Lego that doesn't quite fit so the child tries different pieces until the correct one is found. Another group of children are sitting on the floor listening to a story, 'The Hungry

Caterpillar' which is being read to them by a member of staff using a story sack to encourage them to take part in the story. A glove puppet is used to ask the children questions. When the story is over the children are provided with different activities that continue the story's theme; some of the children settle down with paints and crayons to paint or draw their favourite character from the story, others go to the dressing up box and begin pretending to be their favourite character from the story. Two children take a story tape/DVD from the sack and place it in a player to listen to the story again. One child is sitting alone at a small table completing a jigsaw, another close by is using a computer to play a game.

The water play table has five children gathered round putting different objects in the water, some sink and some float. Outside, other children are taking part in 'Six little ducks swimming on the pond', with a learner helper leading the rhyme and the children copying the actions. Some children are playing 'Follow my leader' on the grassy area, others are riding tricycles and scooters on the tarmac. They jump off the bikes and run around exploring every corner of the outside play area. When they get to the flower beds they stop and join in with a group of children busily using small trowels and forks to plant salad leaves and radishes under the supervision of a helper. One of the members of staff is showing three children the spring flowers that are blooming in the garden area, the children bend over to smell the flowers and notice a worm crawling along the soil, one child asks if it is a caterpillar. Two children then pick some flowers to bring inside for the nature table while the third picks up a snail shell and brings that in too.

Another member of staff is watching two children blowing bubbles and laughing together as the bubbles blow away in the wind. The member of staff shows them the windmill in the flower garden that is also blowing in the wind. Back inside you watch two children playing at cooking a meal in the home corner while at another table five children sit and sample a variety of snacks and drinks.

You could use this setting to set a number of tasks for the learners such as:

- write down all the different ways that these children are learning. Can you think of any other examples? Write those down too
- how are the children using their senses during the various activities?
- make a chart using four of the activities that show clearly what senses the activity is encouraging the children to use, what they might be investigating and what they might be learning. Complete the chart with a short sentence that states why investigation is important for children.

Activity	Senses used	What might they be investigating	What might they be learning
Why investigation is important for children's learning			

- how are the children encouraged to take part in the story 'The Hungry Caterpillar' that was being read to them?
- how are the children encouraged to take part in the telling of the rhyme 'Six little ducks swimming on the pond?'
- how many different objects (minimum of four) of interest from the natural world are mentioned in the scenario?
- how was playing and exploring the outdoor play area developing the children's curiosity? Give some examples that show how the children expressed their curiosity when they were exploring the outdoor environment.

Ideas to help your learners explore the learning opportunities within the local community

- using a range of resources such as local newspapers, the community centre, health centre, leisure centre and possibly the internet, ask learners to design a chart that could be used to show how the local community can be used as an enabling environment for children's learning

List of local organisations, services or people	The benefit for the child of finding out about the organisation, service or person	How the organisation, service or person can be used to broaden children's experiences

- draw a map showing the location of local organisations, services or people with an introduction stating the benefits of finding out about the local community for children.

References and further resources

UNICEF

Child friendly poster depicting the UN Convention on the Rights of the Child
www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf

Practice guidance for the Early Years Foundation Stage 2007

www.teachernet.gov.uk/publications

Play England

Resources and publications including PlayToday magazine
www.playengland.org.uk/Page.asp

Play Wales is the Welsh national organisation for children's play.

www.playwales.org.uk/

See also activities and resources from *Listening to and talking with a young child* and *Children's play and leisure activities in the community*.

Unit title: Growth and development of young children

Unit number: CFC 14

Unit reference: F/601/3408

Unit level: 1

Unit credit value: 2

Unit aim: This unit focuses on the stages and influences on growth and development of children from birth to 5 years 11 months, enabling learners to develop their knowledge of the adults' role to support and promote the growth and development.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know about factors which influence growth and development of children from birth to 5 years 11 months.	1.1. Outline the patterns and stages of growth for children from birth to 5 years 11 months.
	1.2. Identify factors which influence growth and development from birth to 5 years 11 months.
	1.3. State the importance of diet and exercise for children's growth and development.
2. Know how to support growth and development of children.	2.1. Identify activities which promote children's physical development.
	2.2. Outline ways to help children to develop communication and language skills.
	2.3. Describe ways to encourage children to play socially.
Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	CCLD 203 Support children's development
Relationship to occupational standards – provided by the sector	Common Core of Skills and Knowledge for the Children's Workforce – Child and Young Person Development Every Child Matters – Be healthy
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	1.2. A minimum of 4 factors. 2.1. A minimum of 3 activities.
Unit guided learning hours	18

Assessment task – CFC 14 Growth and development of young children

This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2.

Introduction

Babies and young children grow and develop at an exciting rate. This unit will give you the opportunity to start to look at this and gain a basic understanding of growth and development.

Complete the following tasks. You may use drawings and pictures to illustrate your writing.

Task 1

Produce a booklet which provides information on the growth and development of young children from birth to 5 years 11 months. The booklet must include:

- an introduction which briefly describes the patterns and stages of development
- **four** factors which may influence a child's growth and development
- the importance of diet and exercise for children's growth and development.

Task 2

Produce information cards with ideas for supporting growth and development of young children from birth to 5 years 11 months.

Include the following information:

- **three** activity ideas which will promote children's physical development
- a brief description of ways to help children to develop their communication and language skills
- a description of ways to help children to play socially.

Delivery guidance – CFC 14 Growth and development of young children

The Early Years Foundation Stage framework published in 2007 by the Department for Education and Skills provides guidance on children's development. It provides examples of what to expect at different stages and ages, it also emphasises that the different areas of learning and development are equally important and inter-connected. It stresses that all children are unique, that they develop in their own time at their own rate and should be treated as individuals.

The developing child

The age spans defined in EYFS 2007 overlap by several months: from birth to 11 months, 8 to 20 months, 16 to 26 months, 22 to 36 months, 30 to 50 months and 40 to 60+ months. The young child is considered a "young child" until the end of August following his or her 5th birthday", Childcare Act 2006.

The Birth to Three Matters 2002 initiative used the following groups to provide a broad framework for categorising children's development:

- heads up, lookers and communicators (0–8 months)
- sitters, standers and explorers (8–18months)
- movers, shakers and players (18–24 months)
- walkers, talkers and pretenders (24–36 months).

This unit introduces learners to the sequence of child development, the concept that the different areas of development are interrelated and that all children must be viewed as unique individuals. Development is determined by the genotype (genetic makeup) of the child and is also influenced by various external factors, with the result that each child develops into a unique being. Learners should study the various genetic and environmental factors that can influence a child's development. Factors which affect development include poverty, diet, pollution, illness, disability, lack of exercise and stimulation. Factors affecting development should be seen in a holistic context, for example, poor nutrition can affect physical development which can in turn affect other areas of development.

The EYFS 2007 discusses meeting the diverse needs of children and planning for their individual care and learning requirements to help children get the "best possible start in life". Appendix 2 "Areas of learning and development" and the EYFS CD-ROM provide examples of ways in which this can be achieved.

Ideas to help your learners understand the sequences of child development:

- ask your learners to work in small groups and provide each group with a range of resources such as relevant magazines, text books, the EYFS practice guidance and copies of the Personal Child Health Record (with reference to the section entitled "*your child's developmental firsts*".) Give each group a stage/age from birth to 5 yrs 11 months and ask them to draw or cut out pictures and write the captions describing

each stage/age, one or more for each area of development. Use these to make a display

- divide the learners into groups and give each group a different age range between birth and 5 years. Ask them to research the developmental norms for their age group and write them on a chart using the headings Physical, Communication and Language, Social and Emotional, Cognitive.

Ideas to help your learners understand the factors that influence child development:

- introduce the concept that development is influenced by genetic and environmental factors. Divide the learners into groups and ask them to write a list of factors they think they have inherited from their parents, e.g. height, colour of eyes, colour of hair. Parents and childcare practitioners cannot change the genetic factors, but they can have an influence on other factors. Give each group a different factor that can influence development and ask the group to describe why that factor is important for the development of the young child. They could make either a poster or a fact sheet to educate new parents.

Ideas to help your learners plan activities which promote children's physical development and encourage them to play socially:

- using the display from activity 1 and the charts from activity 2 (Ideas to help your learners understand the factors that influence child development) provide your learners with resources such as relevant text books and the practice guidance for the EYFS. Working in small groups, assign each group an age range and ask them to write ideas for three activities that will promote the child's physical development. For those groups with the older age range (3+) they could also add how they could encourage the children to play socially.

References and further resources

Bee, H. 2000, *The Developing Child* (9th edition), Allyn and Bacon, Boston.

Bukatko, D. and Daehler, M. 1998, *Child Development: A Thematic Approach* (3rd edition), Houghton Mifflin Company, New York.

Damon, W. and Lerner, R.M. (eds.) 2006, *Handbook of Child Psychology: Social, emotional, and personality development*, John Wiley and Sons, Inc, New Jersey.

Ferri, E., Bynner, J. and Wadsworth, M. (eds.) 2003, *Changing Britain, Changing Lives: three generations at the turn of the century*, Institute of Education, London.

Meggitt, C. 2006, *Child Development: An Illustrated Guide* (2nd edition), Heinemann, Oxford.

Slater, A. and Lewis, M. 2002, Introduction to Infant Development. Oxford University Press, Oxford.

Practice Guidance for the Early Years Foundation Stage 2007

www.teachernet.gov.uk/publications

Developmental norms birth to 5 years

The WHO Child Growth Standards

www.who.int/childgrowth/en/

A simplified overview of child development from birth to five years of age

www.childdevelopmentinfo.com/development/normaldevelopment.shtml

Birth-to-five development timeline interactive guide

www.nhs.uk/Tools/Pages/birthtofive.aspx?WT.srch=1&qclid=CNXD06LL_p8CFZBb4wodb2rkk
[A](#)

Personal child health record

www.scribd.com/doc/13995961/NHS-My-Personal-Child-Health-Record

Economic and Social Data Service

The National Child Development Study (NCDS) this is a continuing longitudinal study that seeks to follow the lives of all those living in Great Britain who were born in one particular week in 1958. The aim of the study is to improve understanding of the factors affecting human development over the whole lifespan.

www.esds.ac.uk/longitudinal/access/ncds/133004.asp

See activities and resources from the units *Listening to and talking with a young child*, *Healthy eating for families*, *Healthy living* and *Human growth and development*.

Unit title: Human growth and development

Unit number: CFC 15

Unit reference: A/601/3407

Unit level: 1

Unit credit value: 2

Unit aim: This unit introduces the main stages and patterns of growth across the human lifespan. Learners will explore factors and events in individuals' lives which may affect their growth and development.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know about human growth and development.	1.1. Identify the main stages of growth and development across the human lifespan.
	1.2. Outline what is meant by physical, intellectual, emotional and social development.
2. Know factors which affect human growth and development.	2.1. Identify factors which may affect physical growth and development.
	2.2. Outline circumstances or life events which may affect an individual's emotional and social wellbeing.
	2.3. Outline the effects of ageing in the later stages of life.
Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	HSC Level 2 CCLD 203 Support children's development
Relationship to occupational standards – provided by the sector	National Service Frameworks: Children, Older People Common Core of Skills and Knowledge for the Children's Workforce – Child and Young Person Development Every Child Matters – Be healthy
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	1.1. Identify the 5 main stages associated with ages / patterns of development throughout a person's lifetime. 2.1. A minimum of 3 factors. 2.2. A minimum of 3 circumstances or life events.

Unit guided learning hours	18
----------------------------	----

Assessment task – CFC 15 Human growth and development

This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2.

Introduction

Read the following case study:

Grace is 82 years old. Grace lives alone as her husband died two years ago. Grace has lived an active life but has recently suffered a stroke. She has made good progress and is hoping to return home after a time in hospital. Grace's daughter lives close by so she will help her by preparing meals and doing jobs around the house.

Before Grace is discharged from hospital, a specialist nurse assesses how well she will manage at home. She asks questions about Grace's physical, intellectual, emotional and social development.

Task 1

- Draw a pathway to represent Grace's life. Starting from babyhood, show the **five** main stages that she has experienced during her lifetime.
- Produce a chart like the one below and write the meaning of **each** area of development.

Area of development	Meaning
Physical	
Intellectual	
Emotional	
Social	

Task 2

Produce written work which gives information on the factors which may have affected Grace's development during her lifetime. Include the following:

- **three** factors which may have affected Grace's physical growth
- **three** circumstances or life events which may have affected Grace's emotional and social wellbeing
- a brief description of the effects of ageing that Grace may have experienced in the last 20 years.

'Factors' may include positive (good) effects or negative (bad) effects on Grace's physical growth.

Delivery guidance – CFC 15 Human growth and development

Unit overview

Human development is often referred to in terms of areas cognitive (intellectual and language), social, emotional and physical and divided into periods prenatal, infancy, childhood, adolescence, adulthood, old age. This can result in learners concentrating on only one area to the detriment of others, without realising that each area impacts on the rest, and that each stage or period leads inexorably to the following one. Learners will need to be able to define each area of development.

It is important to view development from a holistic stance, recognising that none of the areas develop in isolation; all influence and interact with each other and there is a continuous interaction between the individual's genotype (genetic makeup) and his or her individual environment (phenotype). Development is a continuous process, beginning at conception and only ceasing when the person dies.

Learners at level 1 will not be expected to study theorists in depth; however it is useful to introduce them to the topic.

Just as there are many theories relating to human development, there are many factors affecting development. Physical development can be influenced by a range of factors, some affect the foetus before birth whereas others affect the growing and developing child. These can include hereditary and genetic factors (nature) and environmental factors, e.g. poverty, diet, pollution, illness, disability, lack of exercise and stimulation (nurture). Emotional and social development is largely influenced by circumstances and life events which can have either a positive or negative effect on the child or adult. Factors affecting development should also be viewed in a holistic context, for example poor nutrition can have an impact on physical development which can in turn affect other areas of development.

The aging process is a field of study in its own right. For the purposes of this unit, learners should be introduced to ageing in order to develop an understanding of the changes that occur in human beings as they grow older.

Activity ideas to help your learners understand this unit:

- ask each of your learners to think of someone they know from each of the five main stages of development. You might want to give them some resources such as magazines, text books, and the Early Years Foundation Stage practice guidance. The learners should write a short description of each person using the headings, physical, intellectual, emotional and social. Have a group discussion to check that they have included normative descriptions and demonstrated an understanding of the difference between the areas of development. You could either use some examples to make a display or create a mosaic of the ages of man
- discuss the aging process with your learners. You could ask them to think about their own knowledge of older people, parents, grandparents, other relations or neighbours. Remind them of their descriptions from activity 1. Ask them to write short notes on

what they have noticed about older people, again using the headings physical, intellectual, emotional and social.

References and further resources

Bee, H. 2000, *The Developing Child* (9th edition), Allyn and Bacon, Boston

Damon, W. and Lerner, R.M. (eds.) 2006, *Handbook of Child Psychology: Social, emotional, and personality development*, John Wiley and Sons, Inc, New Jersey.

Slater, A. and Lewis, M. 2002, *Introduction to Infant Development*. Oxford University Press, Oxford.

Erikson's Psychosocial Stages Summary Chart

Can be found at

psychology.about.com/library/bl_psychosocial_summary.htm

Practice Guidance for the Early Years Foundation Stage 2007

www.teachernet.gov.uk/publications

See also activities and resources from the unit *Growth and development of young children*.

Unit title: Respecting and valuing children

Unit number: CFC 9

Unit reference: M/601/0116

Unit level: 1

Unit credit value: 2

Unit aim: The aim of this unit is to gain an understanding of respecting and valuing children and some knowledge of the organisations that support children's rights.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to respect and value children as individuals.	1.1. Give ways to value children as individuals.
	1.2. State reasons why children need to be respected as individuals.
2. Understand ways to respect and value children.	2.1. Identify ways to communicate with children to ensure that they feel valued.
	2.2. Outline behaviour that shows respect and value of children.
3. Know that children have rights.	3.1. List organisations that promote the rights of children.
Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	CCLD 205.3 Maintain an environment that builds children's confidence and resilience
Guidance for developing assessment arrangements for the unit:	
Unit guided learning hours	18

Assessment task – CFC 9 Respecting and valuing children

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

Introduction

You are intending to apply to a local authority for a holiday job in a children's play scheme. You have discussed this with your teacher and they have advised you that you will probably be asked a question about the importance of respecting and valuing children as individuals.

Task

Prepare the following information before your interview:

- ways to value children as individuals
- reasons why children should be respected as individuals
- ways that you would communicate with children to make them feel that they are valued
- a brief description of how you would behave which will show respect and that you value children
- organisations which work to promote the rights of children.

Delivery guidance – CFC 9 Respecting and valuing children

Unit overview

The concept that children have rights is part of the theory and practice of working with children. Children's rights were enshrined in the 1989 UN Convention on the Rights of the Child and legislated for in the Children Act 1989. More recent legislation and Government initiatives, for example Every Child Matters - Change for Children (birth to 19 years of age), have attempted to ensure that all children's rights are being met. The Children Act 2004 was necessary to provide the legislative basis for the Every Child Matters developments. The Government's ten year childcare strategy published in 2004 (Choice for Parents, the Best Start for Children) required further amendments to the legislation. In 2005, the Childcare Bill was introduced to Parliament and in 2006 the Childcare Act came into force. This act is the first piece of legislation to specifically cover the Early Years.

The learner should be introduced to the idea that every child has a right to their childhood and that all children should grow up in an atmosphere of happiness, love and understanding. Children need education, health services and consistent support systems as well as love, hope and encouragement; all these things and more are required in order to experience childhood to the fullest, and to eventually develop into healthy, capable adults. (1989 UN Convention on the Rights of the Child)

The learner should be introduced to the idea that each child is a unique individual whose behaviour and ideas stem from their families and their communities' cultural, social and religious beliefs and lifestyle. These beliefs should be acknowledged and respected in order to ensure that the child feels valued and their self image enhanced. When children are valued they begin to understand that they are a person in their own right and gain a sense of self-value that becomes the background to their entire life.

Activity Ideas to help your learners understand the concept of self and individuality:

- ask each learner to write a short description of themselves to someone they have never met. They should aim to include aspects of their personality as well as a physical description, what they enjoy doing best, what they least enjoy, what they hope to do next and what career they are hoping to pursue
- once their description of themselves is complete they could add to it by listing the social categories that they feel best describes them. For example what is their position in the family, their age, gender, religion, nationality, and occupation? Suggest to your learners that they reflect on what they have written and consider how their description of themselves is similar or different to others they might know.
- ask each learner to list the qualities that they value in themselves and then qualities they value in others
- use these descriptions and ideas as a starting point for a discussion about people including children as individuals with positive qualities and how to value and respect those differences. They should consider how they would like to be treated as an individual of worth and then in turn consider how they should treat others

- working in small groups and ask them to write down ways in which if they were working in a childcare setting they could show the children that different cultures, beliefs, gender and lifestyles are valued. You would expect them to include books, jigsaws, pictures, rhymes, dressing up clothes that are used to depict positive images of people from different cultures. They might suggest preparing foods from different cultures and celebrating different cultural and religious festivals.

Ideas to help your learners understand ways to respect and value children:

- The EYFS 2007 states that practitioners should “ find opportunities to give encouragement to children, acting as role models who value differences and take into account different needs and expectations” and “provide positive images that challenge children’s thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.”
- Using the ideas generated from activities 1-4 above, divide the learners into groups and ask them to either make a poster, or a book, write a rhyme, or short play that values the different people in their class.
- Provide a range of picture books and stories suitable for children of different ages that depict positive images and stories about gender, ethnicity, language, religion, culture, special educational needs and disabilities for the learners to read and use to plan activities that show children different people are valued equally.
- Encourage the learners to make a display in the classroom that depicts all the people from the local community in a positive light.
- Have a cook and taste day where the learners either make or bring in their favourite food from their own or a different culture; aim to have food that includes ingredients from the four main food groups and from four different religions (This links to unit *Healthy Eating for Families*) Examples are: a non-beef dish for the Hindu and/or Sikh religion, a Halal dish from the Islam religion, a kosher dish from the Jewish religion.

Ideas to help your learners understand that children have rights:

- Using the United Nations Convention on the Rights of the Child, divide the learners into groups and provide each group with one or more “articles.” Ask them to think about then write down to share with the class how they think that children’s rights are being met in their community.
- Ask the learners to design a poster to educate adults in their community about the Rights of Children.
- Using local knowledge, yellow pages, Citizens Advice Bureau, local newspapers and health centres, ask the learners to research local and national organisations that promote the rights of the child.

References and further resources

Dowling, M., 2005 (2nd Edition), *Young Children's Personal, Social and Emotional Development*, Paul Chapman Publishing, London. (This clear concise publication provides examples and practical suggestions for those working with young children.)

A child friendly poster depicting the United Nations Convention on the Rights of the Child can be found at:

<http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

Teaching resources website at:

<http://www.teachernet.gov.uk/teachingandlearning/>

This area of the site carries information about teaching and learning: teaching strategy, teaching and learning tips, learning psychology, and links to thousands of resources.

See also activities and resources from the units *Confidence building for the young child through play* and *Listening to and talking with a young child*.

Unit title: Children's play and leisure activities in the community

Unit number: CFC 10

Unit reference: T/601/0117

Unit level: 1

Unit credit value: 3

Unit aim: The aim of this unit is to develop learners' knowledge of the play and leisure facilities which exist in the local community and the benefits for children's development. Learners will find out about the role of adults to support children in play and leisure opportunities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know about play and leisure activities for children in the local community.	1.1. List organisations which provide play and leisure activities in the local community.
	1.2. Give examples of leisure and play activities for children in the local community.
2. Know the benefits of play and leisure activities for children.	2.1. State the ways that children's development is supported by play and leisure activities in the following areas: <ul style="list-style-type: none"> • physical • social and emotional • language and communications.
3. Know the role of adults in supporting play and leisure activities in the community.	3.1. Outline ways that adults support children in play and leisure activities.
	3.2. Identify factors which may prevent children from taking part in play and leisure activities in the community.
	3.3. Outline the ways that adults include children with particular needs or disability in play and leisure activities.
Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	PW 27 Support the development of playwork opportunities in the community CCLD 206.4 Support physical play and exercise

Relationship to occupational standards – provided by the sector	Every Child Matters Be healthy Early Years Foundation Stage Enabling environments
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	1.1. A minimum of 4 organisations. 1.2. A minimum of 4 examples to include indoor and outdoor activities. 3.2. A minimum of 2 factors. Information about play and leisure activities should include those appropriate for children 4 - 16 years.
Unit guided learning hours	27

Assessment task – CFC 10 Children’s play and leisure activities in the community

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

Introduction

Your Local Council has invited learners to enter a competition to provide information about the play and leisure activities which are available for children in your community.

Produce a folder which contains the following:

Think about how you set out the information. Make sure that the information is clear for parents and children.

Task 1

Produce an A4 poster about the local play and leisure facilities for children, which could be displayed in schools, children’s centres and libraries. You must include

- a list of **four** local organisations which provide play and leisure activities
- write a minimum of **four** examples of the play and leisure activities, include indoor and outdoor activities.

Task 2

Produce a chart on A4 paper, like the one below, which could be given out to parents. The chart will give parents information on the benefits for children of taking part in the play and leisure activities.

You must state ways that each of the following areas of development is supported and promoted when children take part in the play and leisure activities.

Area of development	Ways that children’s development is supported and promoted
Physical	
Social and emotional	
Language and communication	

Task 3

Produce information for the Council which gives information on the role of adults in supporting play and leisure activities. You must include:

- a brief description of ways that adults will support the children taking part in the play and leisure activities
- a minimum of **two** factors which may prevent children from taking part in the play and leisure activities
- a brief description of how adults can include children, who have particular needs or a disability, in play and leisure activities.

Delivery guidance – CFC 10 Children’s play and leisure activities in the community

Unit overview

All children have an equal right to relax and play and to join a wide range of activities in a safe and stimulating environment. They should be provided with a range of good quality formal and informal play opportunities. Play is what children and young people do when they follow their own ideas, in their own way and for their own reasons.

This statement reflects Article 31 of the United Nations Convention for the Rights of the Child which was ratified by the Government on 16th Dec 1991. The Charter for Children’s Play first published in 1992 by the Children’s Play Council (known then as the National Voluntary Council for Children’s Play), revised in 2007 and published by Play England has eight core statements, the first reads ‘All children and young people have the right to play, free to choose what they do – lively or relaxed, noisy or quiet – with the chance to stretch and challenge themselves, take risks and enjoy freedom.’

The importance of play was recognised in the new Children Act 2004 which sets out five key outcomes within the Every Child Matters framework:

Being healthy

Play supports children’s physical, mental and emotional health, growth and development.

Staying safe

Through play, children are supported to explore physical and emotional risk and challenge safely.

Enjoying and achieving

Play fosters children’s self esteem by extending their choice and control, and hence the satisfaction they gain from it.

Making a positive contribution

Children’s play is naturally participative and inclusive. It fosters a respect for others and offers opportunities for social interaction.

Economic well being

Through play, healthy, confident children and young adults will have a greater capacity to engage with life-long learning and development.

This unit is designed to enable learners to explore their own community and discover what opportunities and activities exist to enable children to play safely yet take risks, to challenge themselves either indoors or outdoors and to enjoy the freedom to play.

Learners will explore the concept that playing and taking part in leisure activities supports children’s development, particularly in these areas - physical, emotional and social, language and communications.

The benefits of play should be available for all children regardless of background, ethnicity, gender or ability. This is inclusive play. However inclusive play is not just about inclusion. 'Equally important is the provision of high quality play opportunities to children regardless of their needs and abilities. While children won't always be able to participate in all available activities, an inclusive project should offer all children a real choice of play activities.' (Ludvigsen, Creegan and Mills 2005) Learners will need to be able to outline ways in which adults support all children in play and leisure activities.

Activity ideas to help your learners understand the benefits of play and leisure activities for children 4-16 years of age

- ask your learners to think about their own experiences of playing at different ages. Suggest that they make a chart starting with their earliest memories of play and going up to the age of 16. They should include indoor play and outside activities. Their chart might look something like this

Age	Play or activity			
4 years	Playing with building blocks	Playing on the swing in the garden with my mum	Colouring in	Having a story read to me
Supports development by				
8 years	Going to Brownies	Playing in the park and playground with my friends	Making a den	Going to the library to choose a book
Supports development by		Social by taking in turns on the slide and playing with friends.		
10 years				
12 years				
16 years				

- divide the learners into groups and ask them to each make a poster of the most common play and leisure activities to display around the room
- take each activity listed on the posters and ask the learners to think about and then list the benefits of the play/activity for the child. For example playing in the park and playground with friends supports social development, emotional development, physical development, language and communications development. Discuss how the

play/activity supports the area of development with the learners and encourage them to make notes next to the activities on their charts

- ask the learners to research what play and leisure activities are available in their community. They might be aware of some from their own experiences but should also be encouraged to look in the local paper, in the leisure centre if there is one, in the health centre and possibly use the internet. Working in groups they could design a poster that would advertise these amenities for newcomers to the area.

Ideas to help your learners understand different ways in which adults support children in play and leisure activities

The adult role in play should focus on facilitation and support of the child, rather than intervention to introduce adult themes into the play. This means that intervention should be considered and based on observation of the play to ensure that it is appropriate, sensitive and designed to extend the play successfully.

- divide the learners into groups, give each group a play/leisure activity from the examples already given by the learners. Ask the group to think about how adults helped to facilitate the activity/play and write down examples to share with the rest of the class
- engage the class in a discussion about their play/leisure activities which focuses on inclusion. Have any learners in the class experienced children with particular needs or disabilities taking part in their play/activities? How did adults present support their inclusion?

References and further resources

Moyles, J., (ed.) 1994, *The Excellence of Play*, OU Press, Maidenhead

Bilton, H., 2007, *Outdoor Play in the Early Years*, David Fulton, London

Ludvigsen, A., Creegan, C. and Mills, H. 2005, *Let's Play Together: Play and Inclusion*.

Evaluation of Better Play Round Three. Barnardos, London

www.barnardos.org.uk/resources/research_and_publications

PlayToday magazine

Published quarterly, PlayToday is the play sector magazine full of topical news, lively debates and ideas on good practice in the world of children's play.

Regular features include policy developments, event listings, book reviews and resources, and updates from SkillsActive, Quality in Play and Play England.

The magazine also provides a snapshot of play happenings across the nine regions in England.

playtoday@ncborg.uk

The Children's Play Information Service is funded by the Department for Culture, Media and Sport (DCMS) and the Big Lottery Fund through the Play England project, and forms part of the

National Children's Bureau Library and Information Service. It produces factsheets and learner reading lists on a variety of play topics.

www.ncb.org.uk/cpis/home.aspx

Groundwork UK is a federation of local trusts working with partners to improve the quality of the local environment, including play space in the community and in schools. The website provides useful information about playing in extended schools provision.

www.groundwork.org.uk

Play in Schools

Learning Through Landscapes is a national charity which campaigns for children's right to good school grounds and helps schools to improve their school grounds.

www.ltl.org.uk

Play England - Making space for play website.

www.playengland.org.uk

Play Wales is the Welsh national organisation for children's play.

www.playwales.org.uk/

Welsh Assembly Government Play Policy

new.wales.gov.uk

Unit title: Preparing for your next steps

Unit number: CFC 16

Unit reference: L/601/0110

Unit level: 1

Unit credit value: 4

Unit aim: The aim of this unit is to help learners to focus on personal career plans, recognising their skills and abilities. It will support learners to prepare and take the next steps into training or work.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know about personal career goals.	1.1. Investigate potential career goals.
	1.2. Describe next steps to achieve personal goals.
	1.3. Identify barriers to achieving personal goals.
2. Understand opportunities for training and work.	2.1. Identify sources of information for training or employment.
	2.2. List training opportunities.
	2.3. Outline employment options.
3. Know how to prepare for work or training.	3.1. Outline personal skills.
	3.2. Identify personal information for application forms or CV.
	3.3. Describe skills and knowledge required for identified career path.
4. Know about the recruitment process	4.1. Identify the steps to recruitment.
	4.2. Describe the importance of personal preparation for interview.
Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	ECM Achieve economic well-being

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	2.2. A minimum of 2 training opportunities. 3.1. A minimum of 3 skills.
Unit guided learning hours	36

Assessment task – CFC 16 Preparing for your next steps

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, 3 and 4.

Introduction

You are preparing for your own career goals. To do this you will explore your next steps towards training or employment.

Prepare a folder which contains the following information.

Task 1

Find out about different careers which interest you. Produce a chart like the one below on A4 paper. Write down the information that you have found out about each career. You must include:

- information about possible different career goals
- a description of next steps you could take to achieve your personal career goals
- the barriers which could prevent you from achieving your personal career goals.

My career goals	Steps to take toward my career goals	Barriers which may prevent me from reaching my career goals

Task 2

Find out about the opportunities for training and for work for your own personal career goals. Produce a document which includes:

- where you can find out about information about training or employment relating to your personal career goal
- opportunities for training which will help you toward your career goal
- a brief description of work opportunities relating to own career goals.

Task 3

Produce a booklet which contains information about yourself. Include in the booklet:

- a brief description of your own skills
- personal information which you will need to include on a CV or an application form
- a description of the skills and knowledge which you will need for your identified career path.

Task 4

Extend your booklet from Task 3 to include useful information about the recruitment process. Your information must include:

- the steps you must take in the recruitment process
- a description of why it is important for you to be well prepared for an interview.

Delivery guidance – CFC 16 Preparing for your next steps

Unit overview

One of the key features of Foundation Learning is that learners and practitioners negotiate and agree an individual learning programme, reflecting both the learner's entry point and intended destination – to Diplomas, GCSEs, apprenticeships or, in some cases, to supported employment and/or independent living.

This unit is suitable for all learners working at this level to assist them in making an informed decision about either their progression route or career choice.

Linking with and using local colleges or training providers to share information about further opportunities for study in a wide range of vocational areas.

Linking with and using local employers to share their knowledge and experience in providing learners with a realistic view of various careers is a useful way of making this unit relevant and interesting. For example, employers could be invited to a specific careers event, or a more interactive activity could be organised, such as 'Employer Speed Dating', where learners have the opportunity to find out about a range of occupational areas. Visits to local employment situations are another useful way for learners to explore career choices. You may wish to utilise local business networks such as Business Links and Young Chambers of Commerce to make contact with local employers.

Activity ideas to help your learners consider different career/progression options

1. Ask each learner to write their own skills audit, listing what skills they have that would be useful in the work place, or for continuing with their education. For example IT skills, communication skills, qualifications/certificates, responsibility (Saturday job, babysitting), good time keeping skills (punctuality). They could list these on a chart (see below).
2. Direct.gov.uk careers website has a range of tools specifically designed to assist people in making career choices. You could ask you learners to access the site and browse through the job profiles. They could also complete the online skills and interests assessment. *Career Resources* at the Connexions website contains downloadable publications providing information aimed at helping learners make tough decisions about their future.
3. Following activity 2 the learners could write a short presentation about their preferred options to share with the group. They could add information to their chart and make a display outlining the different career options available.
4. Invite local employers to talk to the learners. This could provide further career options to be listed on the learner's chart or display.
5. Invite the local Connexions liaison officer to explain how to negotiate the resources available at the Connexions direct service.

6. Inviting learners from other courses within the college or training provision to talk about their course. Using the careers advisor to give detail of entry requires to various courses or qualifications.

Skills/qualifications I possess	Skills/qualifications I need	Careers/training that interest me

Ideas to help your learners understand the recruitment process

1. Provide your learners with application forms for them to complete as practice (available online from UNISON). Ask them to compile a CV and a sample covering letter applying for a job of their own choice. They can keep these in a folder to refer to when applying for a job.
2. Ask the learners to work in groups and, using all the information they have gained from the previous activities, to make a list of the different steps they might take from first hearing about a job vacancy to being offered the position. They could create a display next to their careers display which could be entitled *Recruitment from Start to Finish*.
3. Invite people with interviewing experience to hold mock interviews for your learners. Try local groups such as Rotary clubs, Lions clubs or the Women's Institute, lecturers from another curriculum area, local employers or possibly parents could also help out. The learners should thoroughly prepare for the interviews not forgetting to dress appropriately.

References and further resources

Planning Careers Education and Guidance Projects

Learning from the Small scale Careers Education and Guidance Initiative April 2009, Centre for Education and Inclusion Research, Hallam University, Sheffield

www.tda.gov.uk/teachers/iag/planning.aspx

Connexions

A public service offering information and advice for 13-19 year olds

www.connexions-direct.com/

This includes help with writing a CV

www.connexions-direct.com/index.cfm?pid=75&catalogueContentID=117

DirectGov

Career advice

<http://careersadvice.direct.gov.uk/helpwithyourcareer/choosingacareer/>

Foundation Learning

Department for children schools and families 14-19 reform Foundation Learning

www.dcsf.gov.uk/14-19/documents/DCSF_14-19-Factsheet_web.PDF

14-19 reform

Department for Children Schools and Families Next Steps Document - Supporting young people

www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=54

Prospects

Careers website with information about applications, CVs and interviews

www.prospects.ac.uk/cms/ShowPage/Home_page/Applications_CVs_and_interviews/pleefmd

UNISON

Sample job application forms

www.unison.org.uk/acrobat/B1491.pdf

Unit title: Supporting babies to play

Unit number: CFC 17

Unit reference: J/601/3409

Unit level: 1

Unit credit value: 3

Unit aim: The aim of this unit is to help learners gain understanding of development areas and learn about the adult's role in supporting babies to play.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how babies' development is supported by play.	1.1. State ways that babies' development is supported by play in the following areas: <ul style="list-style-type: none"> • physical • social and emotional • intellectual and language.
	1.2. Give examples of how the individual needs of babies can be supported through play.
2. Know about play activities for babies.	2.1. Identify different play activities and the resources to support play for the following ages: <ul style="list-style-type: none"> • babies from birth to 3 months • babies from 4 months to 7 months • babies from 8 months to 11 months • babies from 12 months to 15 months.
	2.2. State what the benefits are to babies of each play activity identified.
3. Know the role of the adult in providing play for babies	3.1. Identify the adult's role in ensuring that babies can play safely.
	3.2. Give examples of how adults encourage babies to play.

Additional information about the unit:	
Relationship to occupational standards – provided by the sector	Every Child Matters i.e. for every child, whatever their background or their circumstances to have the support they need to: <ul style="list-style-type: none">• be healthy• stay safe• enjoy and achieve.
Guidance for developing assessment arrangements for the unit:	
Unit guided learning hours	27

Assessment task – CFC 17 Supporting babies to play

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

Introduction

A parent and baby group has been set up in your local community. You have been asked to contribute to information for parents about the ways babies' development is supported by play and the role of the adult in babies' play.

Task 1

You may use drawings and writing to provide the following information.

- ways that babies' development is supported in the following areas:
 - physical
 - social and emotional
 - intellectual and language.
- examples of how babies' individual needs can be supported through play.

Task 2

Produce a chart like the one below on an A4 sheet of paper. On your chart write information about play activities for babies. Include information on the following:

- activities suitable for babies in each of the age groups listed
- suitable resources to support **each** of the play activities that you have identified
- the benefits for babies of **each** of the play activities you have identified.

Age group of baby	Activities for babies	Resources	Benefit for babies
Birth to 3 months			
4 months to 7 months			

8 months to 11 months			
12 months to 15 months			

Task 3

Produce information for parents on the adult's role to provide play activities for their babies.
You must include:

- the adult's role to ensure that babies can play safely
- give examples of ways that adults can encourage their baby to play.

Delivery guidance – CFC 17 Supporting babies to play

Unit overview

The importance of play was recognised in the new Childcare Act 2006 which sets out five key outcomes within the Every Child Matters framework:

Being healthy

Play supports children's physical, mental and emotional health and growth and development.

Staying safe

Through play, children are supported to explore physical and emotional risk and challenge safely.

Enjoying and achieving

Play fosters children's self esteem by extending their choice and control, and hence the satisfaction they gain from it.

Making a positive contribution

Children's play is naturally participative and inclusive. It fosters a respect for others and offers opportunities for social interaction.

Economic well being

Through play, healthy, confident children and young adults will have a greater capacity to engage with life-long learning and development.

Play is a key factor in the Early Years for babies' and young children's learning and development. It underpins the delivery of the Early Years Foundation Stage curriculum through a play based approach. A baby begins to engage with its environment soon after birth by using all five senses to interact with this new environment and to make meaning of it. Looking, seeing, touching, hearing and smelling become the baby's way of learning and finding out about the surrounding environment, the significant adults in it and, about itself. As the baby grows and develops into a toddler then a young child's physical activity increases. Touching and feeling then become more important in exploring the environment. The development of language helps children to express their feelings and knowledge about their world and to make further meaning of it.

This unit is designed to introduce learners to the importance of play for babies from birth to 15 months old. Learners should be made aware of how play supports babies' holistic development. It should emphasise the adult role in supporting babies' play and in ensuring the safety of babies during play. A young child's family and community have a significant role in the type and quality of play experiences the child is provided with. The context in which children are brought up and the resources (personal, social and material) that a parent brings to the task of parenting will strongly influence the play that a child has access to. Different communities also have different expectations of children's play and may prioritise play differently.

Activity ideas to help your learners understand the concept of play with babies

1. Divide the learners into small groups and ask each group to jot down their ideas relating to playing with babies. Have they any personal experience of playing with babies? How would they like to play with babies if they have the opportunity? Ask them to think about play with babies corresponding to the age groups specified above. The feedback from this exercise should provide some insight into the learners' thoughts about play with babies.
2. Introduce the five key outcomes from the Every Child Matters Framework, the first two Playwork Principles and the EYFS. These all highlight the importance of play for the development and learning of babies and young children. Ask the learners to work in the same groups as for activity 1, to read what they jotted down for the first activity and ask if they would like to change or add to what they have written now that they have had some input into the importance of play for babies. They could design a leaflet or poster for parents explaining why it is important to play with babies and how play can meet their individual needs.
3. Working either on their own or in small groups ask the learners to complete a chart giving examples (at least two for each) of how play supports the development of babies' physical, social and emotional and intellectual and language development.

Ideas to help your learners understand the adult role when playing with babies

1. Working in four groups ask your learners to imagine they are going to babysit for a baby for 12 hours. Each group has a different age range (use the age ranges from the assessment). They are to arrive at 8 am and will leave at 8 pm. Each group should plan their routine for the day. They need to describe the resources they will need, their role throughout the day, how the babies will benefit from the various activities and how they will ensure the safety of the baby throughout the day.

References and further resources

Abbott, L., Langston, A., 2005, *Birth to Three Matters*, Open University Press, Maidenhead.
HM Government, 2004, *Every Child Matters: Change for Children*, Department for Education and Skills, London.

Hughes, B., 2002, *A Playworker's Taxonomy of Play Types*, (2nd edition), Playlink, London.

Robinson, M., 2003, *From Birth to One: The Year of Opportunity*, Open University Press, Maidenhead.

Childcare Act 2006

www.dcsf.gov.uk/everychildmatters/earlyyears/childcare/childcareact2006/childcareact/

Practice Guidance for the Early Years Foundation Stage 2007

www.teachernet.gov.uk/publications

See also activities and resources from the entry level qualification unit *Play and learning in the home*.

Unit title: Science activities for young children

Unit number: CFC 21

Unit reference: D/602/2388

Unit level: 1

Unit credit value: 3

Unit aim: The aim of this unit is to enable the learner to gain an understanding of science activities for young children.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know science activities suitable for young children.	1.1. List science activities suitable for children aged: <ul style="list-style-type: none"> • 18 months to 2 years • 3 years to 5 years.
2. Know how to set up science activities to support the young child's learning.	1.2. Describe a science activity for each age range. 2.1. List the resources needed to carry out the science activity for each age range. 2.2. Identify the possible health and safety risks for the listed science activities. 2.3. Identify the support a child may need when carrying out the science activities previously listed.
3. Know the learning which young children can gain from science activities.	3.1. Identify what would be the expected learning for the child in each activity listed.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	A young child is 5 years and under for this unit.
Unit guided learning hours	27

Assessment task – CFC 21 Science activities for young children

The assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, and 3.

Introduction

Helping young children find out is a very important aspect of their development. Understanding how activities and science can be linked will enable the parent or carer to provide valuable activities for the children that they are with.

You have been asked to produce the following information to support parent/carers.

Task 1

- List science activities suitable for children aged:
 - 18 months to 2 years
 - 3 years to 5 years.
- Describe a science activity for each age range.
- List the resources needed to carry out the science activity for each age range.
- Identify the possible health and safety risks for the science activities listed.

You may choose to present your evidence in chart form similar to the one below:

Age	Science activity	Description of activity	Resources needed for activity	Possible health and safety risks
18 months To 2 years				
3 years to 5 years				

Task 2

- Identify the support a child may need when carrying out the science activities previously listed.
- Identify what you would expect the child to learn from each activity you have listed in Task 1.

Unit title: Technology activities for young children

Unit number: CFC 22

Unit reference: R/602/2386

Unit level: 1

Unit credit value: 2

Unit aim: The aim of this unit is to enable the learner to gain an understanding of technology activities for young children.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know technology toys or activities for young children.	1.1. List technology toys or activities suitable for the following aged children: <ul style="list-style-type: none"> • babies under 12 months • young children 1 to 2 years • young children 3 to 5 years.
	1.2. Identify the benefits for the child for an activity in each age range listed.
2. Know how technology toys or activities support children's learning and development.	2.1. List the expected learning for the young child from technology toys or activities listed for each age range.
	2.2. Identify how technology toys and activities support the following development in the young child: <ul style="list-style-type: none"> • physical • intellectual • language.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the QCF unit	A young child is 5 years and under for this unit. Technology activities can be electronic toys, mechanical or computer activities.
Unit guided learning hours	18

Assessment task – CFC 22 Technology activities for young children

The assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2.

Introduction

Technology is an increasingly important part of a child's world. Young children's skills development can be supported by using simple technology.

You have been asked to produce an information leaflet to help parents/carers to know more about activities that involve technology for young children.

Think carefully about how you will set out your information. Make sure that the information is clearly presented.

Task

- List technology toys or activities suitable for the following aged children:
 - babies under 12 months
 - young children 1 to 2 years
 - young children 3 to 5 years.
- Identify the benefits for the child for an activity in each age range.
- List the expected learning for the young child from technology toys or activities listed for each age range.
- Identify how technology toys and activities support the following development in the young child:
 - physical
 - intellectual
 - language.

Unit title: Musical activities for young children

Unit number: CFC 23

Unit reference: D/602/2391

Unit level: 1

Unit credit value: 2

Unit aim: The aim of this unit is to enable the learner to gain an understanding of musical activities for young children.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the benefits of musical activities for young children.	1.1. List musical activities suitable for the following aged children: <ul style="list-style-type: none"> • babies under 6 months • young children 1 to 2 years • young children 3 to 5 years.
	1.2. Identify the benefits for the child for each activity listed.
2. Know how to make musical activities or musical games for young children.	2.1. Describe how to make a musical activity or musical game for young children.
	2.2. Identify the value to young children of chosen musical activity or musical game.
	2.3. Identify the learning that could take place for young children taking part in chosen musical activity or musical game.

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the QCF unit	A young child is 5 years and under for this unit.
Unit guided learning hours	18

Assessment task – CFC 23 Musical activities for young children

The assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2

Introduction

Young children enjoy rhythm, movement and singing. Musical activities or games are not only fun but they give the young child a chance to express themselves. Very young children will often automatically enjoy banging. So providing stimulating musical activities or games helps the child/children's all round development

You have been asked to provide information for parents and/or carers about musical activities for young children.

Task 1

Produce a booklet which gives the following information:

- List musical activities suitable for the following aged children and their benefits
 - babies under 6 months
 - young children 1 to 2 years
 - young children 3 to 5 years

You may choose to present your information in chart form similar to the one below.

Musical activities suitable for the following aged children	
Age of young child	Benefits for the child for each activity listed
Babies under 6 months	
Young children aged 1 to 2 years	
Young children aged 3 to 5 years	

Task 2

This task gives you the chance to make a musical activity or musical game for a young child.

- Plan how to make a musical activity or musical game for a young child.
- Write a description of how to make your musical activity or musical game.
- In your plan write down what you see as the value of your chosen musical activity or musical game.
- Identify the learning that could take place for young children when taking part in your musical activity or game.

You may choose to present your plan in the following chart form similar to the one below:

Music activity plan
Name of musical activity or musical game:
Age range that your musical activity or musical game is planned for:
Description of how to make your musical activity or musical game:
The value of your chosen musical activity or musical game
The learning that could take place for young children when taking part in musical activity or musical game

Unit title: Practical health and safety when with young children

Unit number: CFC 24

Unit reference: H/602/2389

Unit level: 1

Unit credit value: 3

Unit aim: The aim of this unit is to enable the learner to gain an understanding of health and safety requirements when with a young child.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know about health and safety guidelines and instructions.	1.1. Identify health and safety guidance, symbols or instructions on young children's equipment and toys.
	1.2. Identify health and safety instructions on cleaning materials which may be found in a house.
	1.3. Identify health and safety rules, guidelines or instructions when taking children out: <ul style="list-style-type: none"> • into the street • to the park.
2. Know about health and safety equipment which helps to keep children safe.	2.1. List potential hazards to young children in the home.
	2.2. Identify safety features to ensure young children stay safe in the home.
	2.3. Identify safety equipment or controls which help to keep young children safe: <ul style="list-style-type: none"> • when going out for a walk • when in a car • when in a children's playground.
3. Know about fire safety when with young children.	3.1. List fire safety equipment that is recommended to be in a house.
	3.2. List possible fire hazards to young children and adults in a house.

	3.3. Identify own action to maintain a young child's safety if there was fire in the house.
--	---------------------------------------------------------------------------------------------

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the QCF unit	A young child is 5 years and under for this unit.
Unit guided learning hours	27

Assessment task – CFC 24 Practical health and safety when with young children

The assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, and 3.

Introduction

The health and safety of young children is very important. It is the responsibility of the adult who is caring for the young child to ensure their safety and be able to assess the risk in all situations.

You have been asked to provide the following information for parents/carers of young children. This to be used in a guidance document which has the title of 'Practical Health and Safety when with Young Children'

Task

Section 1a) Health and Safety Symbols on Children's Toys and Equipment

- Carry out an investigation to find out about health and safety guidance, symbols or instructions which are found on young children's equipment and toys.

Section 1b) Health and Safety Instructions on Cleaning Material

- Look around the house or on the supermarket shelves and produce information about the health and safety instructions on cleaning materials.

Section 1c) Children's Safety in the Street or Park

- Identify health and safety rules, guidelines or instructions when taking children out:
 - into the street
 - to the park.

You may present your information in chart form similar to the one below:

	Safety Rules	or Safety guidelines	or Safety Instructions
When taking children into the street			
When taking children to the park			

Section 2 of your guidance document has the title of - Know about health and safety equipment

- List possible hazards to young children in the home.
- Identify safety features to ensure young children stay safe in the home.
- Identify safety equipment or controls which help to keep young children safe:
 - when going out for a walk
 - when in a car
 - when in a children's playground.

Section 3 of your guidance document has the title of – Know about fire safety.

- List fire safety equipment that is recommended to be in a house.
- List possible fire hazards to young children and adults in a house.
- Identify own action to maintain a young child's safety if there was fire in the house.

Unit title: Finding out about Forest Schools

Unit number: CFC 25

Unit reference: J/602/2384

Unit level: 1

Unit credit value: 3

Unit aim: The aim of this unit is to enable the learner to gain an understanding of how children learn in a Forest School.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know about Forest Schools.	1.1. Identify the main features of Forest Schools.
2. Know how to choose an outdoor learning environment.	2.1. List different types of outdoor environments where children can explore.
	2.2. Describe one chosen outdoor environment where children could learn.
	2.3. Identify safety issues for children in the chosen environment.
3. Know how to use the outdoor environment to support learning.	3.1. Describe a project that children can carry out in the chosen outdoor environment.
	3.2. List learning that could take place in chosen outdoor environment.
	3.3. Lists skills that children could develop in chosen outdoor environment.
4. Know the benefits of outdoor learning.	4.1. List benefits to children of learning in the outdoor environment.

Guidance for developing assessment arrangements for the unit:

Unit guided learning hours	27
----------------------------	----

Assessment task – CFC 25 Finding out about Forest Schools

The assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, 3 and 4.

Introduction

Children enjoy learning in a variety of settings. Learning takes place wherever the child is, sometimes indoors, and on other occasions outside looking at and learning about the things that are around them. Forest Schools give the opportunity to provide unique learning experiences for children.

You have been asked to find out about Forest Schools.

Before you start, think carefully about where you will find out about Forest Schools and how you will present the information that you find.

Task 1

Design a poster on A4 paper which clearly identifies the main features that can be found in a Forest School.

Task 2

Produce an information booklet using A4 paper which will give more information about Forest Schools. Include the following:

- list different types of outdoor environments where children can explore
- describe **one chosen outdoor environment** where children could learn
- write down any safety issues for children which may occur in your chosen environment.

Task 3

Produce an activity plan which will help children learn from **your chosen outdoor environment**.

- Write a description of a project that children can carry out.
- Prepare a list of learning that could take place.
- Make a list of the skills that children could develop.

Task 4

Using the information in your activity plan, make a list of benefits to children of learning in an outdoor environment.

Unit title: Craft activities for young children

Unit number: CFC 26

Unit reference: M/602/2900

Unit level: 1

Unit credit value: 3

Unit aim: The aim of this unit is to enable the learner to gain an understanding of craft activities for young children.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the benefits of craft activities for young children.	1.1. List craft activities suitable for the following aged children: <ul style="list-style-type: none"> • babies over 6 months • young children 1 to 2 years • young children 3 to 5 years.
	1.2. Describe a craft activity for each age range.
	1.3. Identify the benefits for the young child for each activity described.
2. Understand health and safety when providing craft activities for young children.	2.1. List aspects of health and safety risks that need to be considered when providing craft activities for young children.
	2.2. Identify how to deal with the health and safety risks listed in relation to craft activities.
	2.3. Identify the support a young child may need when carrying out craft activities in relation to health and safety.
3. Know the learning which young children can gain from craft activities.	3.1. Identify what would be the expected learning for the child in each craft activity described.

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	A young child is 5 years and under for this unit.
Unit guided learning hours	27

Assessment task – CFC 26 Craft activities for young children

The assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

Introduction

Craft activities help young children to develop a range of skills. They also support the young child's development physically, emotionally, socially and intellectually. Health and safety is an important thing to understand when preparing for these activities.

Prepare the following information and present it clearly. You may choose to write it as a booklet or information sheet.

Task 1

- a. Prepare a list of craft activities suitable for the following aged children:
 - babies over 6 months
 - young children 1 to 2 years
 - young children 3 to 5 years.
- b. Write a description of a craft activity for each age range.
- c. State briefly what the benefits of each activity described are for the young child.
- d. Write what would be the expected learning for the child in each craft activity described in task 1b.

Task 2

- a. Produce a list of the health and safety risks that need to be considered when providing craft activities for young children.
- b. Identify how to deal with the health and safety risks listed in task 2a) in relation to craft activities.
- c. Identify the support a young child may need when carrying out craft activities in relation to health and safety.

You may present your information in a chart form similar to the one below:

List of health and safety risks when providing craft activities for young children	How to deal with the health and safety risks in relation to each craft activity listed	The support a young child may need when carrying out each craft activity in relation to health and safety

Unit title: Understanding play for early learning

Unit number: Not available

Unit reference: R/500/5531

Unit level: 1

Unit credit value: 3

Unit aim: This unit asks the learner to recognise the features of a positive learning environment and identify the ways in which positive play activities can help children's learning and development.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the features of a positive learning environment.	1.1. Identify features of a setting that contribute to a positive learning environment.
	1.2. State how these features might help children to learn.
2. Understand how play can help children's learning or development.	2.1. Outline some ways in which play can help children's learning in each of the following: <ul style="list-style-type: none"> • physical • social • emotional development • intellectual • language.
3. Understand that play and activities should meet individual needs and avoid stereotyping and discrimination.	3.1. Suggest how a given set of materials, resources or activities might reinforce or challenge stereotyping and discrimination.

Additional information about the unit:	
Relationship to occupational standards – provided by the sector	Mapped to Children's Care, Learning and Development NOS, Knowledge and Understanding Specification, Skills for Care & Development, 2005. Mapped to PlayWork NOS, SkillsActive, 2002
Guidance for developing assessment arrangements for the unit:	
Unit guided learning hours	27

Assessment task – Understanding play for early learning

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3

Introduction

Play is a major part of young children's learning and should be part of everyday activities. To show understanding of how play can be part of young children's daily activities prepare a leaflet that could be shared at the local parent toddler group.

Your leaflet must include information about play in everyday activities.

Task 1

- Identify features of a setting that contribute to a positive learning environment
- State how these features might help children to learn.

Task 2

- Outline some ways in which play can help children's learning in each of the following:
 - physical
 - social
 - emotional development
 - intellectual
 - language.

You may present your information in chart form similar to the one below:

	Add one way in which play can help children's learning for each listed below
Physical	
Social	
Emotional development	
Intellectual	
Language	

Task 3

Suggest how a given set of materials, resources or activities might reinforce or challenge stereotyping and discrimination.

Description of material, resources or activity	How does it reinforce or challenge stereotyping	How does it reinforce or challenge discrimination

Unit title: Safeguarding the welfare of children and young people

Unit number: TDA 2.2

Unit reference: K/601/3323

Unit level: 2

Unit credit value: 3

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

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

	3.3. Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self-harm) or bullied, or maybe at risk of harm, abuse or bullying.
	3.4. Describe the actions to take in response to concerns that a colleague may be: <ul style="list-style-type: none"> • failing to comply with safeguarding procedures • harming, abusing or bullying a child or young person.
	3.5. Describe the principles and boundaries of confidentiality and when to share information.

Additional information about the unit:

Relationship to occupational standards – provided with the QCF unit	STL3: Help to keep children safe (CCLD202). SWIS 2.1: Explore and respond to the needs of pupils. Introductory training materials: Role and context ICT.
---------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------

Guidance for developing assessment arrangements for the unit:

Guidance for developing unit assessment arrangements – provided with the QCF unit	<p>This unit must be assessed in accordance with the TDA assessment principles.</p> <p>Evidence or concerns that a child or young person has been abused, harmed or bullied, or maybe at risk of harm, abuse or bullying includes:</p> <ul style="list-style-type: none"> • disclosure • allegations • signs and indicators of abuse. <p>Concerns about a colleague should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection.</p>
Unit guided learning hours	20

Assessment task – TDA 2.2 Safeguarding the welfare of children and young people

Assessment requirements specified by a sector or other appropriate body

- Unit needs to be assessed in line with the Teacher Development Agency (TDA) QCF Assessment Principles.

The credit from this unit can be carried forward to the CACHE Level 2 Certificate for the Children and Young People's Workforce and/or the CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools.

Safeguarding the welfare of children and young people is a high priority in our society today. To develop an awareness of this important area, collect information and prepare an information booklet for use within a parent and toddler group.

Task 1 links to learning outcome 1 and 3 assessment criteria 1.1, 1.2, 3.1, 3.2, 3.3, 3.4, and 3.5.

For section 1 of your booklet gather evidence that shows that you can:

- identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
- describe the roles of different agencies involved in safeguarding the welfare of children and young people
- identify the characteristics of different types of child abuse
- describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies
- describe actions to take in response to **evidence or concerns** that a child or young person has been abused, harmed (including self-harm) or bullied, or may be at risk of harm, abuse or bullying
- describe the actions to take in response to **concerns that a colleague** may be:
 - failing to comply with safeguarding procedures
 - harming, abusing or bullying a child or young person
- describe the principles and boundaries of confidentiality and when to share information.

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

For section 2 of your booklet gather evidence that shows that you can:

- identify the signs and symptoms of common childhood illnesses
- describe the actions to take when children or young people are ill or injured

- identify circumstances when children and young people might require urgent medical attention
- describe the actions to take in response to emergency situations including:
 - fires
 - security incidents
 - missing children or young people.

Unit title: Investigating a vocational area

Unit number: CFC 18

Unit reference: T/600/3250

Unit level: 2

Unit credit value: 2

Unit aim: This unit is about selecting and researching a vocational area with regard to skills, knowledge and personal qualities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know how to research a vocational area.	1.1. Explain own reasons for interest in a specific vocational area.
	1.2. Use relevant sources of information to research a vocational area, and explain what has been learned from each.
	1.3. Describe three job roles associated with the vocational area.
	1.4. Describe the skills, knowledge and personal qualities required to perform the job roles identified.
	1.5. Explain how a candidate might show that they meet the job specification for one of the job roles identified.
2. Know how to develop the skills and knowledge for a chosen job role.	2.1. Assess own current skills, knowledge and personal qualities relevant to the chosen job role.
	2.2. Assess and prioritise areas for own development.
	2.3. Prepare an action plan for developing skills and knowledge for the chosen job role.
Guidance for developing assessment arrangements for the unit:	
Unit guided learning hours	16

Assessment task – CFC 18 Investigating a vocational area

This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2.

Introduction

This unit provides you with the opportunity to find out about a vocational area which interests you.

Produce information relating to this chosen area. This information will help you when you apply for a higher level qualification, further training or work within the vocational area.

Task 1

Select a vocational area which interests you and carry out an investigation to find out about its structure and purpose. Produce information which includes:

- the characteristics of the vocational area
- own reasons for interest in a specific vocational area.

Task 2

Produce a written presentation which provides more detailed information about the job roles within your chosen vocational area. Your presentation must include:

- the sources of information which you have used to find out about the vocational area
- a description of **three** job roles associated with the vocational area
- a description of the skills, knowledge and personal qualities which are required for each of the three job roles you have already described
- an explanation on how you meet the job specifications for one of the job roles.

Task 3

Produce a written plan on ways that you can develop your own skills for the chosen job role. The plan must include:

- an assessment of your own skills, knowledge and personal qualities relevant for the chosen role
- an assessment of areas for your own development
- an action plan for developing your own skills and knowledge for the chosen job role.

Delivery guidance – CFC 18 Investigating a vocational area

Unit overview

This unit covers the same curriculum area as the other PSD units Self development and Preparing for your next steps. It would be possible if your learners were to choose more than one of these modules to teach them either in tandem or consecutively as they consider different aspects of the same subject (understanding yourself, your goals, researching career options and designing an action plan to enable you to achieve your goal.)

This particular unit compliments the Level 1 unit Preparing for your next steps. For learners who are studying both units they could be run consecutively as Preparing for your next steps is a generic unit that encourages learners to research a range of opportunities that are available to them. This unit expects learners to focus on a specific vocational area.

As with all units it is a stand alone unit in its own right and does not require to be taught in any particular order, or with other units in mind.

The assessment of this unit focuses on a specific vocational area of the learner's choice. They will be required to demonstrate their ability to conduct research into their chosen area and describe three possible job roles they might choose to work towards. Learners should be encouraged to conduct an objective assessment of their current skills and knowledge so that they can accurately assess and plan for any skills/knowledge they might need to acquire in order to enable them to apply for their chosen job role.

Activity ideas to help your learners' research different vocational areas

1. Conduct a survey amongst your learners asking them what sort of jobs they are interested in applying for when they are ready to seek employment. Write all the jobs listed on the white board (or flip chart or other).
2. Using the information from the survey ask the class to group the jobs into vocational areas.
3. Provide a range of resources which might include inviting guest speakers whom the learners can use to fully investigate their vocational area of choice.
4. Using the information they have researched encourage your learners to compile a chart to help them with the assessment for criteria 3.

Skills / knowledge / qualifications I possess	Skills / knowledge / qualifications I need for my chosen job role	Actions I need to take to develop the skills and knowledge for my chosen job role

References and further resources

See activities from the units *Preparing for your next step* and *Self development*.

Planning Careers Education and Guidance Projects

Learning from the Small scale Careers Education and Guidance Initiative April 2009, Centre for Education and Inclusion Research, Hallam University, Sheffield

www.tda.gov.uk/teachers/iag/planning.aspx

Connexions

A public service offering information and advice for 13-19 year olds

www.connexions-direct.com/

This includes help with writing a CV

www.connexions-direct.com/index.cfm?pid=75&catalogueContentID=117

DirectGov

Career advice

<http://careersadvice.direct.gov.uk/helpwithyourcareer/choosingacareer/>

Foundation Learning

Department for children schools and families 14-19 reform Foundation Learning

www.dcsf.gov.uk/14-19/documents/DCSF_14-19-Factsheet_web.PDF

14-19 reform

Department for Children Schools and Families Next Steps Document - Supporting young people

www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=54

Prospects

Careers website with information about applications, CVs and interviews

www.prospects.ac.uk/cms/ShowPage/Home_page/Applications_CVs_and_interviews/pleefmd

UNISON

Sample job application forms

www.unison.org.uk/acrobat/B1491.pdf

Unit title: Self development

Unit number: CFC 19

Unit reference: A/600/3735

Unit level: 2

Unit credit value: 3

Unit aim: This unit explores personal strengths and weaknesses and learning styles and how they influence career and education choices. It covers the identification of personal achievements and strengths in relation to skills and abilities, and the identification of personal goals. All of these are then mapped to available career opportunities and an action plan produced that incorporates goals, actions and a timetable.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Recognise the significance of own achievements and interests to own development.	1.1. Describe at least two: <ul style="list-style-type: none"> • achievements and how they were achieved • interests and how they were pursued.
	1.2. Describe how each of the above has contributed to own development and current situation.
2. Recognise own strengths and areas for further development.	2.1. Describe own strengths in relation to skills, qualities and abilities and assess their importance for the future in life, work and training.
	2.2. Describe own areas for further development and explain why they need to be improved and how they could be improved.
	2.3. Match own skills, qualities and abilities to the requirements of preferred learning progression destination or career choice.
3. Understand how a person's learning style influences career and education choices.	3.1. Describe the characteristics of own learning style and how their career/education choices may be influenced by their learning style.
4. Be able to set personal goals and objectives.	4.1. Identify a range of personal goals, taking into consideration own skills, qualities, abilities and available opportunities.
	4.2. Describe why the goals are relevant to own current situation and to available opportunities.

<p>5. Be able to make action plans to achieve personal goals.</p>	<p>5.1. Produce an action plan which:</p> <ul style="list-style-type: none"> • identifies and records personal goals which are SMART (Specific, Measurable, Achievable, Realistic, Timed) • incorporates a checklist of actions to be taken towards personal goals • timetables the actions to be undertaken.
<p>Additional information about the unit:</p>	
<p>Relationship to occupational standards – provided with the QCF unit</p>	<p>The unit is mapped to Asset Skills Employability Matrix, elements B1.1, B2.1, B2.3, B4.1, B4.2, B4.3 and B4.5.</p> <p>The unit is signposted to Key Skills.</p>
<p>Guidance for developing assessment arrangements for the unit:</p>	
<p>Unit guided learning hours</p>	<p>24</p>

Assessment task – CFC 19 Self development

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, 3, 4 and 5.

Introduction

This unit is about your self development and how it influences your future choices. Producing information about your own strengths and achievements and planning for further improvements will help you to prepare for your future education and/or career.

Prepare a folder which contains the following information.

Task 1

You may choose from the list of recommended assessment methods to produce information about your self development. Include the following:

- a description of **two** personal achievements **and** ways that you achieved each one
- a description of **two** personal interests **and** ways that you pursue each one
- a description of how each achievement and interest has contributed to your personal development and situation.

Task 2

Produce information about your strengths, areas for future development **and** how your strengths and abilities can be transferred. Include the following:

- information about your strengths:
 - your own skills, qualities and abilities
 - how important your skills, qualities and abilities are for your future life, work and training
- information on areas for improvement:
 - areas identified for improvement
 - why the areas identified need to be improved
 - ways the areas identified can be improved
- information on ways that you can use your skills and abilities:
 - ways that your qualities and abilities can transfer to future learning, training or career choice.

Task 3

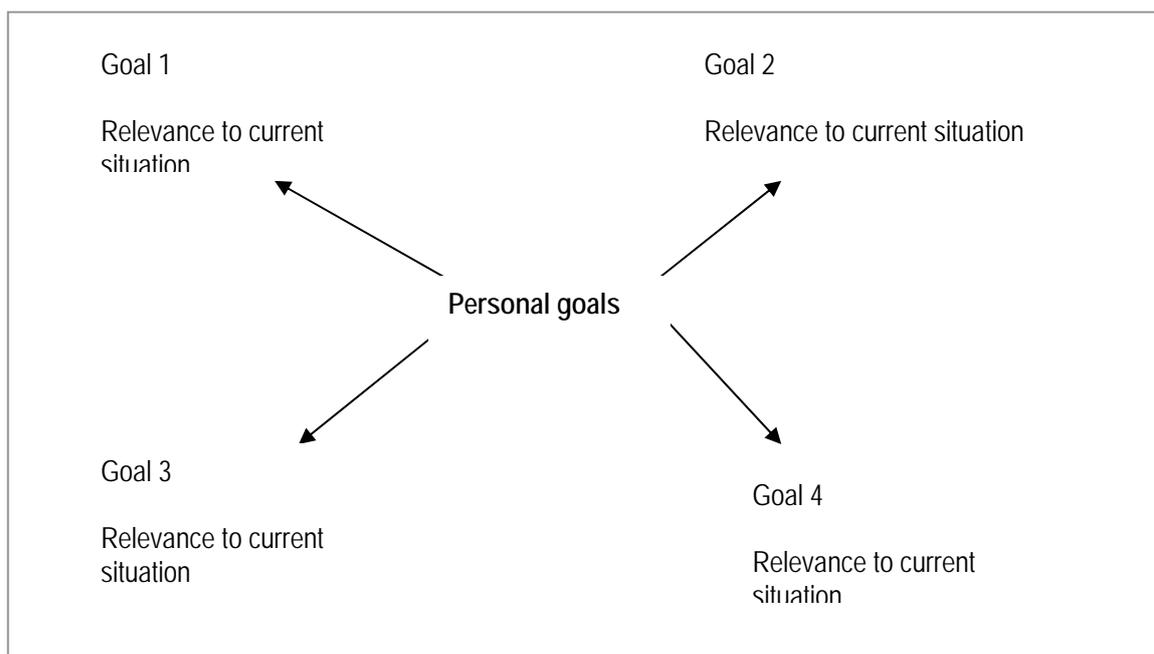
You may choose from the list of assessment methods to produce information about ways that you learn. Include the following:

- the characteristics of your own learning style
- ways that your education or career choices may be influenced by your preferred learning style.

Task 4

Produce a diagram like the one below on A4 paper. On the diagram you must include:

- personal goals which take into account your skills, qualities, abilities and available opportunities
- a description of why each of the goals identified are relevant to your own current situation.



Task 5

Produce a chart like the one below. Use the chart to write your action plan which will enable you to achieve your personal goals identified in Task 4. You must include actions which are:

- Specific – clearly stating each goal **and** the actions to be taken towards each goal
- Measurable – a goal which you can identify the progress you have made
- Achievable – a goal which is realistic for your own situation

- Timed – with dates identified of when the actions towards each goal will be taken **and** a date when the goal will be achieved.

My personal goals	Actions towards my personal goals	Timescale for my actions	Review of progress toward my personal goals	When I expect to achieve my goal

Draw your chart on an A4 sheet which is landscape to enable you to fit in each piece of information.

Delivery guidance – CFC 19 Self development

Unit overview

This unit covers the same curriculum area as the other PSD units Investigating a vocational area and Preparing for your next steps. It would be possible if your learners were to choose more than one of these modules to teach them either in tandem or consecutively as they consider different aspects of the same subject (understanding yourself, your goals, researching career options and designing an action plan to enable you to achieve your goal.)

This particular unit compliments the Level 1 unit Preparing for your next steps. For learners who are studying both units they could be run consecutively as Preparing for your next steps is a generic unit that encourages learners to research a range of opportunities that are available to them. This unit expects learners to focus on a specific vocational area.

As with all units it is a stand alone unit in its own right and does not require to be taught in any particular order, or with other units in mind.

The assessment of this unit focuses on a specific vocational area of the learner's choice. They will be required to demonstrate their ability to conduct research into their chosen area and describe three possible job roles they might choose to work towards. Learners should be encouraged to conduct an objective assessment of their current skills and knowledge so that they can accurately assess and plan for any skills/knowledge they might need to acquire in order to enable them to apply for their chosen job role.

Activity ideas to help your learners research different vocational areas

1. Conduct a survey amongst your learners asking them what sort of jobs they are interested in applying for when they are ready to seek employment. Write all the jobs listed on the white board (or flip chart or other).
2. Using the information from the survey ask the class to group the jobs into vocational areas.
3. Provide a range of resources which might include inviting guest speakers whom the learners can use to fully investigate their vocational area of choice.
4. Using the information they have researched encourage your learners to compile a chart to help them with the assessment for criteria 3.

Skills / knowledge / qualifications I possess	Skills / knowledge / qualifications I need for my chosen job role	Actions I need to take to develop the skills and knowledge for my chosen job role

References and further resources

See activities from the units *Preparing for your next steps*.

Planning Careers Education and Guidance Projects

Learning from the Small scale Careers Education and Guidance Initiative April 2009, Centre for Education and Inclusion Research, Hallam University, Sheffield

www.tda.gov.uk/teachers/iag/planning.aspx

Connexions

A public service offering information and advice for 13-19 year olds

www.connexions-direct.com/

This includes help with writing a CV

www.connexions-direct.com/index.cfm?pid=75&catalogueContentID=117

DirectGov

Career advice

<http://careersadvice.direct.gov.uk/helpwithyourcareer/choosingacareer/>

Foundation Learning

Department for children schools and families 14-19 reform Foundation Learning

www.dcsf.gov.uk/14-19/documents/DCSF_14-19-Factsheet_web.PDF

14-19 reform

Department for Children Schools and Families Next Steps Document - Supporting young people

www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=54

Prospects

Careers website with information about applications, CVs and interviews

www.prospects.ac.uk/cms/ShowPage/Home_page/Applications_CVs_and_interviews/pleefmd

UNISON

Sample job application forms

www.unison.org.uk/acrobat/B1491.pdf

Unit title: Healthy living

Unit number: HL 1

Unit reference: F/502/0476

Unit level: 1

Unit credit value: 2

Unit aim: To introduce learners to ways in which they can contribute to a healthy lifestyle and to encourage them to demonstrate activities which will improve their own lifestyle.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of leading a healthy lifestyle.	1.1. Describe the key elements of a healthy lifestyle.
	1.2. Explain why a healthy lifestyle is important.
2. Demonstrate how they contribute to own healthy lifestyle.	2.1. Select and carry out activities which contribute to a healthy lifestyle.
3. Review the activities undertaken to maintain a healthy lifestyle.	3.1. Carry out a review of their activities.
	3.2. Describe what went well and areas for improvement.
	3.3. Describe how the activities have improved their lifestyle.
	3.4. Suggest further activities which could contribute to a healthy lifestyle.
Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	This unit relates to the PLTS areas of Self Managers and Reflective Learners.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Assessment of the key elements of healthy lifestyle (1.1.) should be in relation to diet, personal hygiene, fitness, relationships, alcohol and drugs.
Unit guided learning hours	20

Assessment task – HL 1 Healthy living

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2 and 3.

Introduction

This unit helps you to explore ways that you can improve your own health.

Produce a personal log which includes information on healthy lifestyle and ways that you can contribute to improving your own healthy lifestyle.

Task 1

Section 1 of your personal log will introduce the importance of a healthy lifestyle. Include the following:

- a description of the key elements of a healthy lifestyle
- reasons why a healthy lifestyle is so important.

Task 2

Section 2 of your personal log will identify activities to improve your own healthy lifestyle. Include the following:

- at least **three** activities you can carry out which will contribute to your own healthy lifestyle
- a witness testimony to show that you have carried out each of the activities.

Task 3

Section 3 of your personal log will contain a review of your activities. Include the following information:

- a review of **each** of the activities
- a description of what went well in **each** of the activities
- a description of ways that **each** of the activities could be improved
- a description of how **each** of the activities have helped to improve your own lifestyle
- ideas for **two** more activities which could help to improve your lifestyle further.

Delivery guidance – HL 1 Healthy living

Unit overview

In 2006 Health Challenge England was published; this White Paper sets out the principles for supporting the public to make healthier and more informed choices in relation to their health. In Wales 2008 the Health Challenge Wales published the document 4 Steps to Better Health, which provides advice on diet, exercise, smoking and alcohol.

The National Healthy Schools Programme 2009 was established to promote the links between health, behaviour and achievement. This aims to improve the health and well being of schoolchildren and young people in order that they can achieve more in their lives.

With the health of children in mind, The Practice Guidance for the Early Years Foundation Stage 2007 (EYFS) comments that children's health is an integral part of their emotional, mental, social, environmental and spiritual well being and is supported by attention to these aspects. Supporting a healthy lifestyle is a key message being promoted by the Government. This unit emphasises that message and by educating your learners about the benefits of living a healthy lifestyle, they will be able to make informed choices about their future diet, actions and activities.

Your learners need to develop an understanding about why it is so important to develop a healthy lifestyle and to understand the benefits for themselves as individuals whatever their current state of health or ability. Changing a routine to adopt a healthier lifestyle can be a daunting prospect; your learners need to understand that even making small changes can improve their health.

Activity ideas to help your learners understand the importance of practising a healthy lifestyle

It should be emphasised to your learners that everyone regardless of ability, health, culture, gender can live a healthy lifestyle related to their individual circumstances.

1. Provide your learners with a range of resources such as text books, magazines and hand outs that explain the benefits of living healthy lives and the possible effects of not living a healthy lifestyle. Ask your learners to work in groups. You could give each group a specific area to work with such as diet, exercise, smoking, alcohol, sexual health. The class should work together to create a display that lists the benefits of living a healthy lifestyle and what might happen if you don't.
2. The NHS has a "healthy eating self assessment interactive tool" that you could use with your learners to help them review their diet. There is also a printable version available.
3. Working in groups ask your learners to research and identify local support groups and facilities that they might use to improve their health and fitness. Each group could design a poster that would inform new residents of the available facilities. You might wish to give each

group a specific area to research e.g. diet, fitness, health, drugs and alcohol, smoking, contraception.

Ideas to help your learners choose activities which contribute to a healthy lifestyle

The activities your learners choose should be realistic and achievable.

1. The NHS has produced a fitness self assessment video that could be a useful place for your learners to start before planning their activities for assessment 2.1.
2. Ask your learners to write out their usual daily and weekly routine. Each learner should be encouraged to identify where they could make small changes that would improve their health and fitness.
3. Your learners would benefit from deciding their long-term goals and short-term tasks in relation to their lifestyle. Ask them to, either singly or in groups, put forward some long term goals and then divide each goal into short term achievable tasks. They should then decide how they are going to achieve those tasks and incorporate them into their weekly and daily routines.
4. Suggest that your learners carry out their new routines for at least a week as a trial. They might need to modify their routines if they are found to be unrealistic.

References and further resources

Health Challenge England

Department of Health Choosing Health strategy

www.dh.gov.uk/en/Publichealth/Choosinghealth/DH_072525

Health Challenge Wales

Advice for health and well being

wales.gov.uk/hcwsuite/healthchallenge/?lang=en

Four steps to better health

wales.gov.uk/docs/healthchallenge/publications/091028fourstepseasyreaden.pdf

National Healthy Schools Programme 2009

Welcome to healthy schools website

home.healthyschools.gov.uk/

Practice Guidance for the Early Years Foundation Stage 2007

www.teachernet.gov.uk/publications

Fitness self assessment

NHS self assessment test

www.nhs.uk/Tools/Pages/Fitness.aspx?Tag=Lifestyle+checks

Food Standards Agency

'eat well be well' website

<http://www.eatwell.gov.uk/>

NHS Choices

5 a day website

www.5aday.nhs.uk

Change for Life

A national programme to encourage people to 'Eat Well, Move More, Live Longer'

www.dh.gov.uk/en/MediaCentre/Currentcampaigns/Change4Life/index.htm

BBC Health

Healthy Living website

www.bbc.co.uk/health/healthy_living/fitness/

Personal health plans/fitness programmes

www.bbc.co.uk/health/healthy_living/your_plan/

Find a Sport Buddy

A resource to help beginners to locate partners for sport

www.findasportbuddy.co.uk

See also activities and resources from the unit *Healthy eating for families* and the Entry Level qualification units *Healthy lifestyle* and *Eating healthily*.

Unit title: Healthy eating for families

Unit number: CFC 20

Unit reference: R/601/0108

Unit level: 1

Unit credit value: 4

Unit aim: The aim of this unit is to introduce learners to the principles of a healthy diet for families and children, including groups who may have particular food restrictions.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of a balanced diet.	1.1. List the main food groups.
	1.2. State what is meant by a balanced diet.
	1.3. State the effects of a balanced diet on health.
2. Know about good eating habits for families.	2.1. Outline the importance of family mealtimes.
	2.2. Describe ways to encourage children to eat healthily.
	2.3. Identify a healthy meal for children.
3. Know special food requirements for groups and individuals.	3.1. Identify food restrictions for religious groups.
	3.2. Outline special dietary requirements.
	3.3. Identify food allergies.
4. Know how to handle and store food safely.	4.1. Give reasons for hand washing before food preparation.
	4.2. State hazards of poor food storage and preparation.
	4.3. Identify ways to prevent cross contamination of food.
Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	CCLD 202.1 Prepare and maintain a safe environment HSC 213 Provide food and drink for individuals EYFS A Unique Child ECM Be healthy

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	1.1. Include the 5 main food groups. 3.1. Include 4 religions. 3.3. Minimum of 3 food allergies. 4.2. Minimum of 2 hazards. 4.3. Minimum of 3 ways to prevent cross contamination of food.
Unit guided learning hours	36

Assessment task – CFC 20 Healthy eating for families

This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, 3 and 4.

Introduction

A food magazine has asked learners, who are studying healthy eating, to contribute to the next publication. Produce information for the article which gives advice to families on all aspect of food. The advice should include information on nutrition and the safe preparation and storage of foods. The article will be read by families from different cultures and with children who require special diets.

Task 1

Produce writing and drawings to show your understanding of a healthy, balanced diet. You must include:

- a list of the **five** main food groups
- the meaning of the term 'balanced diet'
- ways that a healthy balanced diet can affect a person's health.

Task 2

Produce written work which will help families to understand the importance of good eating habits. Include the following:

- a brief description of why it is important for families to eat together
- advice to parent(s) on ways that they can encourage children to choose healthy foods
- an example of a healthy meal for children.

Task 3

Produce an A4 poster which gives information on food restrictions for religious groups and special dietary requirements. Your poster must include:

- the food restrictions for people from **four** religious groups
- brief description of special dietary requirements for individuals
- **three** common foods which can cause allergic reactions for individuals.

You may use pictures or drawings to illustrate your work.

Task 4

Use writing and drawings to show your knowledge about ways to handle and store foods safely.

Include the following:

- reasons why you must always wash hands before preparing food
- **one** hazard relating to food storage
- **one** hazard relating to food preparation
- **three** ways to prevent the cross contamination of food.

Delivery guidance – CFC 20 Healthy eating for families

Unit overview

Various government led initiatives over the past few years recognise that healthy eating is of paramount importance in securing a healthy future for adults and children.

Choosing Health was published by the Department of Health in 2004. Among the supportive measures designed to improve public health is advice on helping people to choose a better diet. This is intended to encourage people to eat more healthily and, in particular, to protect children from unhealthy choices. One of the first initiatives was the 'five a day' promotion to encourage people to eat five portions of fruit and vegetables a day.

Choosing Health was followed up with Health Challenge England 2006 which expressed major concerns regarding obesity in adults and children highlighting that the rapid increase in child and adult obesity over the past decade is storing up very serious health problems for the future. Often parents who are overweight or obese find it difficult to assess their children's weight status and do not appreciate the associated health risks for their children and themselves. Parents are not always embracing healthy eating and active lifestyles and it is often perceived to be too challenging. The government would like to support parents to make them feel more able to make the changes that are needed to make a big difference to their own - and their children's lives.

The Children's Plan 2007 sets out a long term plan for all families to achieve their ambitions for their children's health, safety, well being and development. This means personalising services for all children from the start, with additional support for some to improve the quality of their childhood. The aim is to achieve this by 2020.

Healthy Lives Brighter Futures 2009, the Department of Health strategy for children and young people's health, also makes the link between diet and health. This describes the government's commitment to reducing obesity in young children by strengthening the role for Sure Start centres and ensuring each Centre has a named health visitor. The government recognises that healthy eating is absolutely vital for all-round development, good health and physical growth of children and young people.

All food contains some nutrients. It is important to get the balance right in order to provide the required mixture of essential nutrients that will enable the body to grow, repair damage and fight infections. An adequate supply of sufficient nutrients is needed to support a healthy energetic lifestyle. It must be recognised that some families and their children might have dietary restrictions which need to be considered when planning a healthy balanced diet. This includes vegetarian or vegan diets, coeliac diets, together with limitations relating to food intolerance or allergies and cultural or religious restrictions.

In the UK, a significant number of people are affected by malnutrition. Malnutrition occurs when the food a person eats does not provide them with the nutrients they need to maintain good health. It is often associated with a person who does not take in sufficient calories, e.g. an anorexic will also suffer from malnutrition. Malnutrition can also occur if a person eats sufficient (or too many) calories but has the wrong balance of the basic food groups, i.e. carbohydrates

(group1), vegetables and fruit (group 2), dairy products (group 3), protein (group 4), sugars and fats (group 5). It is possible for an obese person whose diet consists mainly of fast food to be malnourished because the type of food they eat lacks the nutrients that their body requires. An unbalanced diet can lead to other health problems such as scurvy, rickets, or anemia.

Food hygiene is a relevant aspect of healthy eating and this topic is important in terms of keeping children safe. The Statutory Framework for the Early Years Foundation Stage specifies legal requirements relating to kitchens, food preparation and hygiene, cleanliness and minimising the risk of infection. People handling food need to be aware of the Food Hygiene Regulations 2006, and the Day Care and Child Minding (National Standards) (England) Regulations 2003. In Wales, part of this legislation falls within the new Children and Families (Wales) Measure 2010. Some centres offer the Food Hygiene and Safety Certificate for learners who are interested in becoming a childcare practitioner.

Activity ideas

This activity can also be found in the unit *Respecting and valuing children*.

1. Have a 'cook and taste' day where the learners either make or bring in their favorite food from their own or a different culture. Aim to have food that includes ingredients from the four main food groups and from four different religions. Examples are: a Halal dish from the Islam religion, a non-beef dish from the Hindu and Sikh religion and a kosher dish from the Jewish religion. Discuss the benefits of eating together as a family.

The following activities are also to be found in the Entry Level qualification *Eating healthily*.

2. Play a game such as the Food Pyramid Game, or the food pyramid quiz to help teach your learners about the different food groups.
3. Use a tool such as the 'Eat Well Plate' to teach your learners about getting the right nutritional balance.
4. The NHS has a 'healthy eating self assessment interactive tool' that you could use with your learners to help them review their diet.
5. If the resources are available hold a cookery sessions where the learners choose and prepare a variety of healthy meals including vegetarian, vegan, gluten free, dairy free and nut free options. Ideally they should include breakfast dishes, a main meal and dishes suitable for an evening meal.
6. Using the information they have learnt by carrying out the activities 1, 2, 3, 4 and 5 ask the learners to work in groups and create a "Healthy Eating" display covering each of the assessment criteria listed above.

References and further resources

Childs, C., 2001, Food and Nutrition in the Early Years. Hodder Arnold, London.

Crawley, H., 2006, Eating well for under-5s in child care, The Caroline Walker Trust, London.

Crawley, H., 2005, Eating well at school, The Caroline Walker Trust, London.

Practice Guidance for the Early Years Foundation Stage 2007

www.teachernet.gov.uk/publications

Choosing Health

Helping people to choose a better diet - Dept of Health

www.dh.gov.uk/en/Publichealth/Choosinghealth/DH_4117231

Health Challenge

Follow up document to Choosing Health

www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4139514

The Children's Plan 2007

www.dcsf.gov.uk/childrensplan/

Healthy Lives Brighter Futures

The strategy for children and young people's health - Follow up document to the Children's Plan

www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_094400

Statutory framework for the Early Years Foundation Stage

nationalstrategies.standards.dcsf.gov.uk/node/151379

The Day Care and Child Minding (National Standards) (England) Regulations 2003

www.opsi.gov.uk/si/si2003/20031996.htm

The Children and Families (Wales) Measure

Lays particular emphasis on the support and protection of children at risk

www.assemblywales.org/bus-home/bus-legislation/bus-leg-measures/business-legislation-measures-cf.htm

Food Hygiene Regulations 2006

www.food.gov.uk/safereating/hyg/

Food Standards Agency

Information regarding a healthy diet

www.eatwell.gov.uk/

British Nutrition Foundation

What are nutrients?

www.nutrition.org.uk/healthyliving/basics/what-are-nutrients

NHS Choices

A balanced diet

www.nhs.uk/LiveWell/GoodFood/Pages/Goodfoodhome.aspx

Student Health

Information to help young people eat a healthier diet

www.studenthealth.co.uk/advice/advice.asp?adviceID=121

NHS Good food - Live Well

Eating self assessment tool plus meal planning, etc

www.nhs.uk/LiveWell/GoodFood/Pages/Goodfoodhome.aspx

Net Doctor

Explains health issues in easily understood language, contains a useful section on childhood food allergies.

www.netdoctor.co.uk

Food Pyramid Games

<http://www.mealsmatter.org/CookingForFamily/Activities/pyramid.aspx>

http://www.playnormous.com/downloads/pyramidpileup_Quiz1.pdf

Healthy Eating Test

<http://www.nhs.uk/tools/pages/healthyeating.aspx>

Unit title: Confidence building for the young child through play

Unit number: CFC 1

Unit reference: T/601/3406

Unit level: Entry Level 3

Unit credit value: 3

Unit aim: The aim of this unit is to enable the learner to understand how play can build a child's confidence, self esteem and communication skills.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the support a young child needs to gain confidence through play.	1.1. List play activities that would help build a child's confidence.
	1.2. State the support that the child may need whilst gaining confidence in an activity.
2. Know how to encourage a young child to express their feelings through play.	2.1. Give an example of an activity that will support a child to express their feelings.
	2.2. Identify how interaction can help to build a child's self esteem.
Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	Links to CCLD 203 Support children's development. EYFS child development and 1.4 health and well being ECM 2. Child and young person development
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	A young child is designated as a child up to 5 years 11 months.
Unit guided learning hours	30

Assessment task – CFC 1 Confidence building for the young child through play

This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2.

Introduction

Play is a vital part of a young child's life. Your role as the carer is to support the child to have a great time and really enjoy themselves, and also enable their confidence and self esteem to develop. The tasks will allow you to show your understanding of this important part of caring for the young child.

Task 1 links to assessment criteria 1.1 and 1.2.

- list **three** play activities that would help to build the child's confidence. Your activities could be for indoor or outdoor play

1. _____

2. _____

3. _____

- state briefly the way you would support a young child as they gain confidence in an activity.

1. _____

Task 2 links to assessment criteria 2.1 and 2.2.

Playing with puppets is an activity that could help a young child to express their feelings.

Complete the chart below with your chosen activity and state how a carer's interaction could help to build a child's self esteem.

Play activity:	State how the carer's interaction would help to build a child's self esteem
<i>Example Playing with puppets</i>	<i>One of the following would be sufficient to meet the assessment criteria:</i> <ul style="list-style-type: none">• <i>The carer may clap a performance with the puppet</i>• <i>The carer may answer a question asked by the puppet</i>• <i>The carer may smile to show they are enjoying the puppet activity</i>• <i>The carer may say that was "brilliant, well done". Give praise and encouragement.</i>

Delivery guidance – CFC 1 Confidence building for the young child through play

Unit overview

Play has a key role in the early years for babies and young children's learning and development. The significance of the role of play in children's development is well established, theorists such as Vygotsky and Bruner have embedded the social context of play in our concept and understanding of the role of adults in supporting development through play. The EYFS 2007 recognises this significance and places much importance on the role of play as underpinning the delivery of the curriculum. It states: "A high quality, continuously improving setting will provide: challenging and appropriate play-based content reflecting individual needs...play underpins all development and learning for young children. Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally".

This unit focuses on the role that play has in the emotional and communication development of young children up to five years of age. Self esteem usually refers to the way we feel about ourselves, if we are positive about ourselves we are referred to as having high self esteem, if we express negative thoughts about ourselves or about our ability to do things we are referred to as having low self esteem. As children gain confidence in their ability to do things they become more competent and this in turn makes them feel good about themselves. This further develops their confidence to do more things, more competently which again raises their self esteem.

A young child's confidence and self esteem are intrinsically linked with one feeding off the other. A competent young child with a positive sense of self will be confident when practising and developing their communication skills. The development of communication skills will enable a child to express their feelings effectively.

A young child's self esteem needs to be nurtured by early years practitioners by providing a quality enabling environment that supports the development of the child's confidence and self esteem.

Planning for young children's play and providing different experiences for them can enable them to extend and develop their language and communication, share their feelings and explore, develop and represent learning experiences. In this way the early years practitioner helps young children to make sense of their world.

Activity ideas to help your learners understand the concept of self and individuality

See activities 1 to 5 in the unit Respecting and valuing children.

Ideas to help your learners understand how to encourage a young child under the age of five years old to express their feelings through play and how to support their play

1. See activities from the unit Listening to and talking with a young child.
2. Use children's books, rhymes, songs and toys to encourage the learners to plan activities for young children designed to help develop them express their feelings and gain confidence in their ability to master skills. The learners should think about and make notes on their role during the activity.
3. Ask the learners to sit in a circle and pass a bowl round with questions in it relating to communicating with children. The learners pick out one at a time and try to answer the question. Questions and answers/suggestions could then be displayed on a notice board. Possible questions might be: What forms of non-verbal communication could you use to show a child that you value them? How might you communicate with a child for whom English is their second language? One of the children is always being left out of games, what do you think you should do? What would you say to a child who came to show you a picture they have just drawn to make them feel happy? Ask the learners how they could adapt the activity for use with children under five. (Suggestions might be that the bowl has pictures of children showing different expressions sad, happy, etc and the children pick out one at a time and describe what emotion that picture shows.) The learners should think about and make notes on their role during the activity.
4. Make story sacks with the learners and discuss how they could be used when young children are feeling sad or angry or happy. The sacks could contain colouring-in pictures as well as games using the main story as a focus to encourage the children to express their feelings.
5. Use puppets as a medium to enable the learners to express their feelings then discuss how they could be used with children under five.
6. Collect resources that the learners could use to make musical instruments and discuss how music can be used as a medium to enable young children to express their emotions.

References and Further Resources

Dowling, M., 2005 (2nd Edition), *Young Children's Personal, Social and Emotional Development*, Paul Chapman Publishing, London.
(This clear concise publication provides examples and practical suggestions for those working with young children)

The National Literacy Trust - Story Sacks

<http://www.literacytrust.org.uk/socialinclusion/earlyyears/storysackspractice.html>

Making Puppets

<http://www.artistshelpingchildren.org/puppetshandpuppetsfingerpuppetsartscraftsideaskids.html>

Puppets Help Children to Reveal their Deepest Feelings

<http://www.creativityinstitute.com/puppetshelpchildrentorevealtheirdeepest.aspx>

Making Musical Instruments

http://www.makingfriends.com/musical_instruments.htm

Practice Guidance for the Early Years Foundation Stage 2007

www.teachernet.gov.uk/publications

See also resources from the units *Children's play and leisure activities in the community* and *Listening to and talking with a young child*.

Unit title: Listening to and talking with a young child

Unit number: CFC 2

Unit reference: F/601/0119

Unit level: Entry Level 3

Unit credit value: 3

Unit aim: The aim of this unit is to help the learner understand the importance of listening to and talking with a young child. It will also explore activities that will help develop a child's communication skills.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know skills for communicating with a young child	1.1. State ways an adult can be responsive when listening to a young child
	1.2. Give an example of active listening
2. Understand activities that will develop a child's talking and listening skills	2.1. List activities for listening to and talking with a 2 year old child
	2.2. Identify the role of the adult in these activities
	2.3. State the active part taken by the child in each of these activities
Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	CCLD 201 Contribute to positive relationships CCLD 201.3 Communicate with children HSC 22 Support the health and safety of yourself and individuals EYFS 2.3 Supporting learning ECM 1 effective communication with children and young people
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	A young child is designated as a child under 5 years 11 months.
Unit guided learning hours	30

Assessment task – CFC 2 Listening to and talking with a young child

This assessment has been designed to meet all assessment criteria for learning outcomes 1 and 2.

Introduction

Giving a young child your full attention when they are talking with you and allowing them time to fully say what they want to say is vital to encourage their language development. The tasks will give you the opportunity to show that you understand this and how you could support and encourage the child.

Task 1 links to assessment criteria 1.1 and 1.2.

A young child is talking to you. List **two** ways that you can respond to show a child that you are actively listening to what they are saying. An example is given for you.

Example: I could smile to show approval to the child.

1. _____
2. _____

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

Complete the following table with:

- **two** further play activities which would encourage a 2 year old child to develop their talking and listening skills
- state your role or the role of the adult in the activities
- identify the active role taken by the child in the activity.

	Listening and talking activities with a 2 yr old	Your role or the role of the adult in the activities	The active role taken by the child
<i>Example</i>	<i>Singing actions songs and rhymes</i>	<i>Encourage the child to join with the words and actions of simple rhymes e.g. Incy Wincy spider</i>	<i>The child will listen to the song and join in the action and attempt to sing starting with one or two words</i>
1			
2			

Delivery guidance – CFC 2 Listening to and talking with a young child

Unit overview

Communicating with young children effectively enables them to develop their personality, make their needs known, build effective relationships with their peers and with adults and therefore participate in their world.

The learner should be introduced to the wider meaning of the term “communication” and understand how the communication skills they use with young children are linked to the child’s age and stage of development. Babies communicate using a range of methods including crying, gurgling, laughing and babbling, while a child of between 16-26 months will start using single and two word utterances and be able to understand simple sentences. (EYFS 2007)

We communicate using different skills with a baby (mimicking, cooing, smiling) to those we use with a two year old (getting down to their level, engaging eye contact and talking clearly, using simple sentences.)

All children learn and develop through play and activities to help develop young children’s talking and listening skills form an integral part of this unit.

Activities chosen must be suitable for the age of child. Talking to, reading to and singing to, are important activities for all young children including babies. Whereas dance, acting, rhyming and experimenting with writing are more appropriate for those 16 months of age and over. (EYFS 2007)

Communication skills taught should include verbal, i.e. talking and non-verbal, i.e. listening, signing, writing, body language, eye contact and facial expression.

This unit has links with the unit *Respecting and valuing children*, which asks learners to identify ways to communicate with children to ensure they feel valued.

Activity ideas to help your learners understand the range of communication skills

1. Drawing a picture to demonstrate that communication is a two way process. Learners draw a picture unseen. The tutor describes a picture which the learners then draw. They should not be allowed to ask any question during the activity. Once everyone has completed their drawing, show them the picture you described.
2. Building game. Learners work in pairs or threes. One learner is designated as the “leader” the other learners are the “builders”. The leader has visual access to a simple structure (made of building blocks, inter locking blocks, or similar items), but the builders do not. The builders have a box of building materials identical to those used to make the hidden structure.

The task is for the team to duplicate this structure under two conditions: the builders cannot see the original structure, and the leader cannot touch the developing structure or any of the building materials. The leader must direct his teammates using verbal cues only. This forces

the leader to be precise in the directions he gives and forces the builders to use listening skills and follow instructions exactly.

3. Back drawing. This game is played in pairs. One learner is the "artist" and sits behind their partner. The artist is given a short list of simple items and shapes (i.e. heart, star, face, etc.) They will then use finger to trace one at a time onto their partner's back. The object is for the partner to identify as many of the shapes as possible. Each drawing can be repeated only once.
4. Simple signing using Makaton. Makaton is a very simple language based on a list of simple everyday words, which uses speech, gesture, facial expression, eye contact, body language, signs, symbols and words to aid communication. For example if you wanted to ask a child if you would like a drink - you would sign the word drink, asking the question at the same time, raising you eye brows in a questioning look, - or alternatively you could show a simple picture (a symbol of a drink) and ask the question.

Ideas to help your learners understand how to communicate with young children

These activities can also be used for unit *Confidence building for the young child through play*.

1. Make use of video clips illustrating young children playing and communicating. Share own previous experience and ask the learners to contribute.
2. Use children's books, rhymes, songs and toys to encourage the learners to plan activities for young children designed to help develop their talking and listening skills.
3. Ask the learners to sit in a circle and pass a bowl round with questions in it relating to communicating with children. The learners pick out one at a time and try to answer the question. Questions and answers/suggestions could then be displayed on a notice board. Example questions are: What forms of non-verbal communication could you use to show a child that you value them? How might you communicate with a child for whom English is their additional language? One of the children is always being left out of games, what do you think you should do? What would you say to a child who came to show you a picture they have just drawn to make them feel happy?
4. Make story sacks with the learners and discuss how they could be used with young children to develop their communication skills.

References and further resources

Lynch, C. and Cooper, J., 1999, *Early Communication Skills*, Speechmark Publishing Ltd, Milton Keynes.

(A practical, photocopy resource packed with activities to help preschool aged children, particularly those with language difficulties, to become effective communicators. The activities are based on the principle that all children learn best through play; many of them can be easily incorporated into everyday routines.)

Whitehead, M., 2007 (3rd Edition), *Developing Language and Literacy with Young Children*, Paul Chapman Publishing, London.

(Includes a wealth of practical examples showing how we can help young children to communicate, to think, to become literate and to fully develop their potential. The latest edition has been updated with references to the latest brain research and to such developments as Early Learning Goals.)

The National Literacy Trust - Story Sacks

www.literacytrust.org.uk/socialinclusion/earlyyears/storysackspractice.html

Practice Guidance for the Early Years Foundation Stage 2007

www.teachernet.gov.uk/publications

Team Building Activities for Teens Group and Classroom Games to Promote Communication Skills can be found at:

<http://youth-activities.suite101.com/>

Makaton video with Dave Benson Phillips.

Sing along to any of the 19 Nursery Rhymes, including favourites like the 'Wheels on the Bus', 'Old McDonald had a farm' and learn the signs at the same time.

www.makaton.org/

Babies Love Books are leaflets and posters produced in support of Talk To Your Baby, the leaflets and posters demonstrate how preschoolers and toddlers enjoy sharing and talking about books. Copies are available from Treehouse Books.

treehouse-books@btconnect.com

Baby and Me, produced by Church Street Sure Start Local Programme and The Children's Project is a DVD giving simple tips to try in communicating with babies. Made with families living within Westminster, the film shows people from diverse cultures and backgrounds talking with, playing together and soothing their babies. The DVD is in 3 languages - Arabic, English and Sylheti.

www.socialbaby.com/shop/product

'Before Words' and **'Now We're Talking!'** are packs of pictorial information sheets about communication development in very young children and ways to encourage it. Developed by speech and language therapists Lynn Jones and Gretel McEwen at Sure Start Westgate, the packs can be ordered from kate@foundrymedia.co.uk

Confident, Capable and Creative: Supporting Boys' Achievements - Guidance for practitioners in the Early Years Foundation Stage - is additional guidance material for the EYFS. It provides support for practitioners in creating provision to ensure that boys can achieve equally as well as girls.

www.standards.dfes.gov.uk/primary/publications

Section 4: Appendices

Appendix A: Explanation of verbs used in assessment criteria at Level 1

The learner's achievement is based on their ability to meet all the assessment criteria for the unit.

Verbs	Explanation
Carry out	Complete a task or activity
Define	Give the meaning of a word or phrase
Demonstrate	Complete a task or activity Show an understanding of the topic
Develop	Build on a topic or activity
Give (examples of...)	Provide relevant examples for the topic
Give ways	Provide information about how to support the topic
Identify	List or name the main points
Illustrate	Give clear information with examples (e.g. spoken, written, pictures, diagrams)
Indicate	Point out or show using words, illustrations or diagrams
Locate	Find, identify or show where
List	State or make a list of items, words, statements or comments
Outline	Identify briefly the main points
Perform	Carry out or do an action or task
Produce	To make, create, bring or find
Show	Give or demonstrate information or knowledge
State	Give the main points in brief, clear sentences
Use	Apply knowledge to demonstrate understanding

These qualifications contain units at different levels. For an explanation of verbs for units at levels other than Level 1, please refer to the "CACHE 'How to' ... A Guide to Assessing CACHE QCF Qualifications" document on the CACHE website: www.cache.org.uk.

Appendix B: Glossary

Additional information (in relation to unit layout)	This is where the assessment strategy / principles relating to the unit are identified. When required this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Assessment	The process of making judgements about the extent to which a learner's work meets the assessment criteria of a unit, or any additional assessment requirements of a qualification.
Assessment criteria	Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.
Assessment method	Ways in which a learner could evidence their achievements against assessment criteria to an Assessor. Each CACHE qualification has a set of recommended assessment methods that best suits its content and level. A summary of all CACHE recommended assessment methods is included in Appendix D.
Assessment strategy / principles	The overall requirements for assessing and quality assuring learning outcomes within a qualification that have been set by a Sector Skills Council or CACHE.
Assessor	A person who makes an assessment judgement about the evidence that is presented by a learner against the relevant assessment criteria. A unit or qualification's assessment strategy / principles will determine whether an Assessor needs to be occupationally knowledgeable, occupationally competent or qualified to make assessment judgements for that unit or qualification.
Award	A QCF qualification with credit value between 1 and 12.
Awarding organisation	A body such as CACHE recognised by the qualifications regulators to award credits and qualifications.
Certificate	A QCF qualification with credit value between 13 and 36.
Certificate for a unit or qualification	A record of attainment of credit or a qualification issued by an awarding organisation.
Credit	The value given to a learner in recognition of the achievement of the designated learning outcomes of a unit.
Credit value	The number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit and subsequently a qualification. Compare to Unit credit value .
Diploma	A QCF qualification with credit value of 37 or above.

Diversity	Children, young people and adults and their families come from a variety of backgrounds and family structures. There may be a range or variation of people's characteristics in aspects such as gender, sexual orientation, lifestyle, family composition, abilities, cultural and linguistic backgrounds and other differences.
Equivalent unit	A QCF unit from a different qualification or submitted by another recognised organisation that is deemed to be of equivalent value and so can count towards a qualification in place of one or more designated mandatory or optional units from it. For CACHE qualifications, any existing equivalent unit will be identified in the initial Qualification Specification and Learner Achievement Log; any further equivalencies agreed during the qualification's lifetime will be identified in updated materials available on the CACHE website www.cache.org.uk .
Evidence Record	The CACHE recording document for recording evidence of learner assessment activities.
Exemption	The facility for a learner to claim exemption from some of the achievement requirements of a QCF qualification, using evidence of certificated, non-QCF achievement deemed to be of the same value. For CACHE qualifications, any existing exemption will be identified in the initial Qualification Specification and Learner Achievement Log; any further exemptions agreed during the qualification's lifetime will be identified in updated materials available on the CACHE website www.cache.org.uk .
Frequently asked questions (FAQs)	These are regularly updated common questions that are asked of CACHE about the qualifications and services offered. They are available on the CACHE website www.cache.org.uk .
Guided learning hours (GLH)	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Inclusion	Ensuring that every child, young person, adult or learner is given equality of opportunity to access education and care by meeting their specific needs.
Inclusive practice	Inclusion in education and care is one aspect of inclusion in society. Taking whatever steps are necessary to ensure that every child, young person, adult or learner is given an equal chance of taking advantage of the opportunities offered to them.
Internal Quality Assurer	An individual with responsibility for assuring the consistency of assessment judgements within a Centre. A unit or qualification's assessment strategy / principles will determine whether an Internal Quality Assurer needs to be occupationally knowledgeable, occupationally competent or qualified to make quality assurance judgements for that unit or qualification.

<p>Knowledge</p>	<p>When QCF assessment criteria, learning outcomes or units are said to be knowledge based, this means that they are about the learner knowing or understanding and not necessarily doing. For most CACHE qualifications this is predominantly within the context of the learner's work role in a real work environment but the specific unit guidance for each unit being assessed should be checked for clarity as some learning outcomes will be solely concerned with knowledge. Learning outcomes for knowledge generally begin with 'Know' or 'Understand'.</p>
<p>Learner Achievement Log (LAL)</p>	<p>The key CACHE publication providing information for learners in relation to a particular qualification. It contains important information on what is required of learners and includes the primary documents for recording the learner's achievements as they progress through the qualification. The primary resource for information on any in-year updates or amendments to these publications is the CACHE website www.cache.org.uk but notification of any changes would be highlighted to Centres as part of CACHE's regular newsletter communications.</p>
<p>Learning outcome</p>	<p>A statement of what a learner can be expected to know, understand or do as a result of a process of learning.</p>
<p>Learning time</p>	<p>The amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.</p>
<p>Level</p>	<p>An indication of the relative level of challenge or difficulty of a unit. This includes demand, complexity and / or depth of achievement, and / or the autonomy of the learner in demonstrating that achievement.</p>
<p>Level descriptors for the QCF</p>	<p>A set of statements that enable achievements to be located at a particular level in the QCF framework.</p>
<p>Mandatory unit</p>	<p>A unit in a set of rules of combination that must be achieved for the qualification to be awarded. Mandatory units are always included in the CACHE Qualification Specifications and the Learner Achievement Logs. Compare to Optional unit below.</p>
<p>National occupational standards (NOS)</p>	<p>These sets of standards define the competencies which apply to job roles or occupations in a particular sector in the form of statements of performance, knowledge and the evidence to confirm competence. They cover the key activities undertaken within the occupation in question under all the circumstances the job holder is likely to encounter.</p>

<p>Optional unit</p>	<p>A unit named in a set of rules of combination that a learner may choose to achieve the required number of units / credits for award of the qualification. Optional units are generally available on the CACHE website www.cache.org.uk rather than being included in CACHE Qualification Specifications and Learner Achievement Logs as there are often many of them. Where there are just a few, these are included in the CACHE Qualification Specifications and the Learner Achievement Logs. Compare to Mandatory unit above.</p>
<p>Pathway</p>	<p>A route to the achievement of a qualification that requires a combination of credits to be achieved from particular units and is identified by an endorsement to a qualification title.</p>
<p>Personal Learner Record (PLR)</p>	<p>An authoritative record of all credit and qualification achievements made by an individual learner in the QCF. Managed by the Learning Records Service and populated with information from the Skills Funding Agency in partnership with other education providers, the full integration of the PLR will take place from September 2010. The PLR will be a free service intended to empower the learner to view and review their learning and support them in making the right learning choices in the context of the QCF. The learner will be able to view all of their QCF achievement data, on-line, and in one place. Anyone aged 16 or over can log-in to a secure website to view their very own Personal Learning Record providing they have a Unique Learner Number (ULN).</p>
<p>Pass / Refer</p>	<p>Where the Assessor makes a judgement on whether the evidence presented by the learner has met the assessment criteria / not met the assessment criteria.</p>
<p>Plagiarism</p>	<p>When a learner claims work to be their own when it is not. All work submitted towards a unit or qualification must be the learner's own and not copied from anyone or anywhere else unless the source of the information has been clearly referenced.</p>
<p>Qualification reference number (QRN)</p>	<p>The unique reference number assigned to the qualification at accreditation by the regulatory authority Ofqual.</p>
<p>Qualification Specification (QS)</p>	<p>The key CACHE publication providing information for Centre staff in relation to a particular qualification. It contains important information on the details of units and assessments. The primary resource for information on any in-year updates or amendments to these publications is the CACHE website www.cache.org.uk but notification of any changes would be highlighted to Centres as part of CACHE's regular newsletter communications.</p>

Qualifications and Credit Framework (QCF)	A framework for creating and accrediting qualifications in England, Wales and Northern Ireland. It is designed to provide learners, learning providers and employers with an inclusive and flexible regulated qualifications framework containing units and qualifications that recognise the widest possible range of quality assured learner achievements. It introduces a standard currency for learner achievement across the qualifications system through the award of credit.
Real work environment (RWE)	A setting that is a real workplace with real children, young people and / or adults which is relevant to the unit a learner is working towards.
Record of Assessment Cycle	The CACHE recording document to plan learner activities and record Assessor feedback.
Reflective practice	A learner should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for future action, learning or practice. These are recognised cycles of reflective practice. Reflective practice can also show that a learner performed exceptionally well.
Regulatory authorities	The organisations with statutory responsibility for regulating external qualifications in the three countries where QCF operates. In England this is Ofqual (the Office of the Qualifications and Examinations Regulator), in Wales this is DCELLS (the Department for Children, Education, Lifelong Learning and Skills of the Welsh Assembly Government) and in Northern Ireland, CCEA (the Council for the Curriculum, Examinations and Assessment).
Rules of combination	The phrase that is used to describe how units and their associated credit values can be put together to form a named and recognised qualification.
Sector Skills Council (SSC)	SSCs are independent, employer led, UK wide organisations designed to build a skills system that is driven by employer demand. SSCs aim to reduce skills gaps and shortages; improve productivity, business and public service performance; increase opportunities to boost the skills and productivity of everyone in the sector's workforce; and improve learning supply through national occupational standards, apprenticeships, and further and higher education.
Skills / competency	When QCF assessment criteria, learning outcomes or units are said to be skills or competency based, this means that they are about the learner being able to perform a variety of tasks. For most CACHE qualifications this is predominantly within the learner's work role in a real work environment but the specific unit guidance for each unit being assessed should be checked for clarity. Learning outcomes for skills / competency generally begin with 'Be able to'.

Unique Learner Number (ULN)	This is an individual number available to anyone over the age of 14 years involved in UK education which will transfer with them when they move on to other programmes of study. Learners do not need a ULN to take a CACHE qualification but without one, Centres may not be able to access public funding on their behalf. It is expected that in the future learners will be able to access their Personal Learning Record.
Unit aim	A short statement providing a brief outline of the unit's content.
Unit assessment guidance	Any additional guidance which may be provided to support the assessment of the unit.
Unit Assessment Record (UAR)	The CACHE recording document to record learner achievement of assessment criteria and confirm completion of units. This is a mandatory document that needs to be completed and authorised for each unit for each learner to claim certification.
Unit credit value	The credit value that has been given to a unit based on the average expected learning time for a learner. Compare to credit value above.
Unit level	This denotes the level of the unit within the QCF framework.
Unit number	An identifying code assigned to the unit by the owner of the unit (i.e. a Sector Skills Council, CACHE or another awarding organisation).
Unit reference	The unique reference number assigned to the unit at accreditation by the regulatory authority Ofqual.
Unit title	The titling of the unit that provides a clear, concise explanation of the content of the unit.

Appendix C: Recording document templates

The following pages contain blank templates of CACHE recording documents. The Centre may reproduce or photocopy these documents or devise their own documents which comply with the content of these ones.

Templates are also available on the CACHE website (www.cache.org.uk) and the content of these can be hand written or completed electronically.

Record of Assessment Cycle

Purpose: an ongoing record of planning and feedback between Assessor and learner

Learner name			
CACHE PIN		Unique Learner Number	
Assessor name			

Planned activities:				Unit	Assessment criteria
Due date		Assessor initial & date		Learner initial & date	

Feedback:					
Date		Assessor initial & date		Learner initial & date	

Planned activities:				Unit	Assessment criteria
Due date		Assessor initial & date		Learner initial & date	

Feedback:					
Date		Assessor initial & date		Learner initial & date	

Completion date		Assessor initial & date		Learner initial & date	
-----------------	--	-------------------------	--	------------------------	--

Evidence Record

Purpose: to record learner evidence against a range of assessment methods

Learner name			
CACHE PIN		ULN	
Assessor name			

Assessment method			
Direct observation	<input type="checkbox"/>	Learner's plans / records	<input type="checkbox"/>
Professional discussion	<input type="checkbox"/>	Recognition of prior learning	<input type="checkbox"/>
Reflection on own practice	<input type="checkbox"/>	Other (please state)	<input type="checkbox"/>
Expert Witness evidence	<input type="checkbox"/>		

Recording of evidence	Unit	Assessment criteria

Recording of evidence	Unit	Assessment criteria

Learner signature	
Assessor signature	

Date	
Date	

Internal quality assurance (as appropriate)

Name			
Signature		Date	

Appendix D: Summary of recommended assessment methods

Ref.	Assessment method	Suitable for assessing skills / competence	Suitable for assessing knowledge
A	Direct observation of learner by Assessor	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	No	Yes
O	Assessment method devised by Centre and approved by CACHE	No	Yes

Appendix E: Guidance on the use of e-portfolios for QCF

For the purposes of recording evidence of assessment, an e-portfolio is an electronic version of a 'traditional' paper based record and must:

- provide a secure facility for the learner to store evidence of assessment and achievement
- provide the CACHE Centre with an audit trail of the assessment and internal quality assurance processes
- allow access to CACHE staff for quality assurance purposes.

Where e-portfolios are used they need to provide functionality in order to provide:

- evidence of the assessment process:
 - planning between learner and Assessor
 - implementation of plans – e.g. carrying out assessment
 - feedback following assessment judgements
 - auditable record of assessment judgement
 - evidence of implementation of internal and external quality assurance
- evidence presented to show that the requirements of the assessment criteria in the unit or units of a qualification have been achieved
- auditable evidence of assessment judgements which show that the requirements of the assessment criteria in the unit or units of a qualification have been achieved
- evidence that internal quality assurance is carried out by the CACHE Centre
- evidence that external quality assurance is carried out by CACHE Centre Advisor.

Storing information:

- each individual that accesses the e-portfolio system must be provided with a personalised and secure login, i.e. the learner, the Assessor, the Internal and External Quality Assurers
- the information must be presented in a format capable of validation
- there must be a secure area to hold evidence, to ensure its validity
- it must form part of an auditable trail
- evidence must be able to be added over time to support successful completion.

Appendix F: Understanding the Qualifications and Credit Framework (QCF)

(a) Introduction to the Qualifications and Credit Framework

An excerpt from the Qualifications and Curriculum Development Agency's (QCDA) publication entitled "An introduction to the Qualifications and Credit Framework" © QCA 2010

What's happening

Vocational and work-related qualifications are changing to become more responsive to the demands of employers and learners. They will be more relevant to employers' needs and more accessible to a wider range of learners.

An essential tool in this reform of vocational qualifications is the Qualifications and Credit Framework (QCF).

The QCF:

- recognises smaller steps of learning and enables learners to build up qualifications bit by bit
- helps learners achieve skills and qualifications that meet industry needs
- enables work-based training to be nationally recognised.

What's the QCF?

The QCF is the new framework for creating and accrediting qualifications in England, Wales and Northern Ireland. It's at the heart of a major reform of the vocational qualifications system, which will become simpler to understand and use, more accessible to a wider range of learners, and more relevant to learners' and employers' needs.

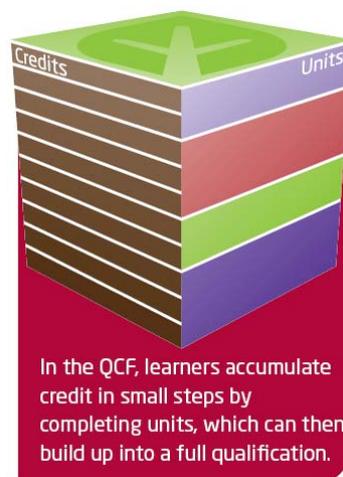
Learners can build up their units at their own pace and put them towards a full qualification. They can bank all their achievements over time and keep them as they move from education into a job or from one job to another. They don't have to study anything they already know.

In the QCF, everything learnt is valuable. All qualifications in the QCF are built from smaller units of learning.

How does it work?

Every unit and qualification in the QCF has a credit value that tells you how long it takes to complete — one credit represents 10 hours' work. Each unit and qualification also has its own level, between Entry Level and Level 8, to show how difficult it is.

The structure of a QCF qualification



There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits or more).

Each qualification title contains the following:

- the level of the qualification (from Entry Level at the bottom to Level 8 at the top)
- the size of qualification (Award/Certificate/Diploma)
- details indicating the content of the qualification.



This consistent way of describing what subject the qualification covers, how difficult it is and how much work it involves will help learners and employers compare different qualifications.

Remember the qualification size — Award, Certificate or Diploma — tells you how long it will take, not how difficult it is. The level tells you how difficult it is. An A level is equivalent to Level 3 and a PhD is equivalent to Level 8 in the QCF.

Foundation Learning helps learners working at Entry Level and Level 1 in the QCF in England to develop their potential and prepares them to progress towards Level 2 and other routes.

What are the benefits of the QCF?

Through the QCF, learners can:

- get the skills and qualifications that employers are looking for
- find it easier to see how qualifications can help their personal and career development
- fit learning around their home and work lives
- have a better understanding of qualifications.

Learners can avoid duplicating the learning and assessment they have already done in three ways:

- with achievement from within the QCF, learners can transfer credits between units and qualifications
- other learning and achievements that haven't been certificated can be assessed and awarded through 'recognising prior learning'
- learners with certificated achievements outside the QCF, who already have the skills and knowledge for a unit, can claim 'exemption' and not have to repeat their learning.

Through the QCF, employers can:

- have more say on what qualifications are developed — QCF qualifications are designed in response to employers' demands
- have a more appropriately skilled workforce — all QCF qualifications must be approved as robust and fit for purpose
- attract and retain employees by being able to offer nationally recognised qualifications, which encourages progression through the company
- benefit from a more flexible qualifications system — they can shape training around their business needs using relevant QCF units.
- understand qualifications more easily — all QCF qualifications have straightforward titles that state how long each one takes to complete, its difficulty and its subject matter, to give a clearer idea of employees' skills

Further information

Please see www.cache.org.uk for links to other useful websites and further information.

(b) Introduction to Foundation Learning

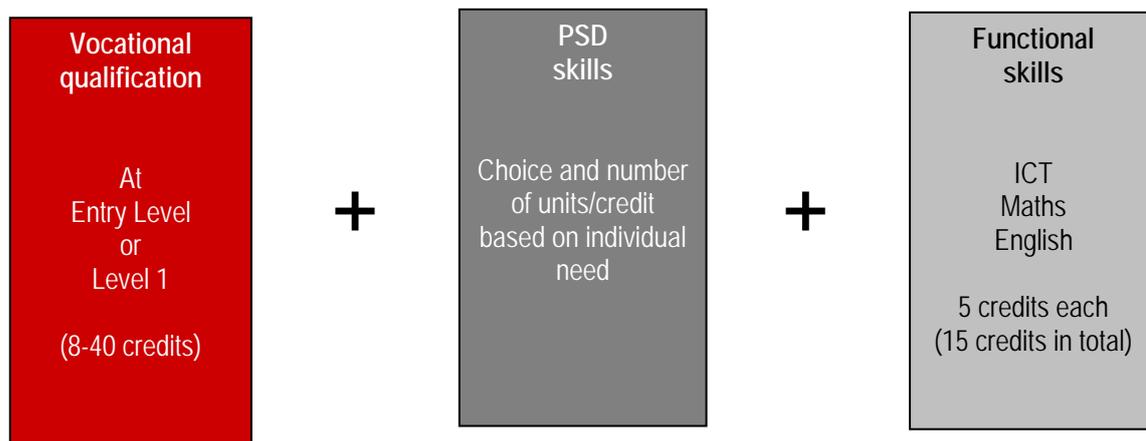
Foundation Learning (FL) is the term being used to describe the range of provision and learning at Entry Level and Level 1 within the Qualifications and Credit Framework (QCF).

The aim of Foundation Learning is to offer clear progression routes through Entry Level and Level 1 to, for example, Level 2, GCSEs, apprenticeships and employment.

Progression pathways

The FL framework consists of a progression pathway made up of 3 distinct components:

- a vocational qualification
- Personal and Social Development (PSD) skills units
- Functional skills (via units in ICT, Maths and English).



Training providers will identify the learner's aims, prior achievement, starting point and learning capacity, before working with the learner to design a personalised learning programme made up of the three main components listed above.

Further information on Foundation Learning can be found via the CACHE website www.cache.org.uk.

(c) CACHE Qualifications and Foundation Learning

CACHE has developed 3 suites of qualifications for its FL offer. These are:

- Entry Level 3 Caring for a Child/Children (Entry Level 3 CfC) suite:
 - Entry Level 3 Award in Caring for a Child/Children
 - Entry Level 3 Certificate in Caring for a Child/Children

- Level 1 Caring for Children (Level 1 CfC) suite:
 - Level 1 Award in Caring for Children
 - Level 1 Certificate in Caring for Children
 - Level 1 Diploma in Caring for Children

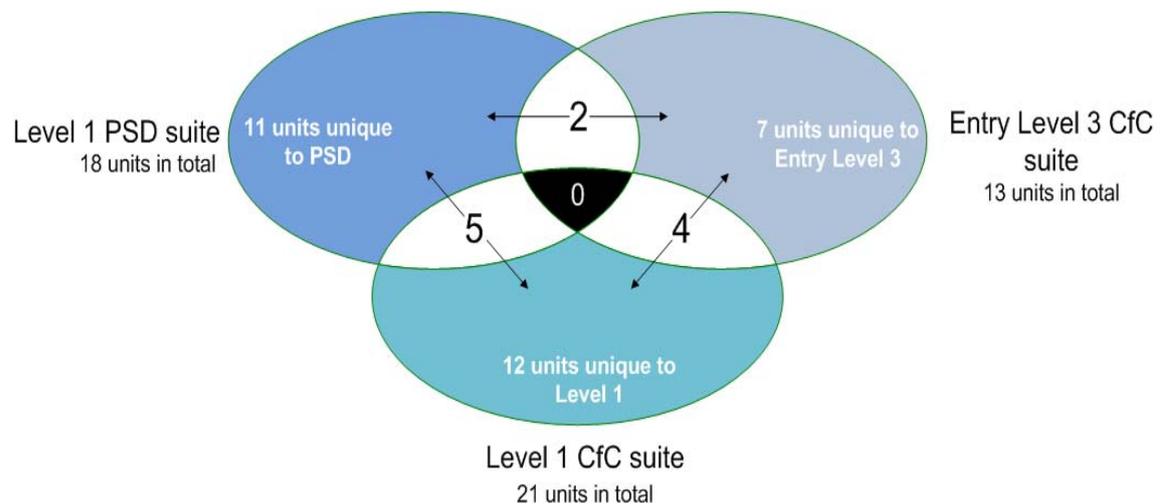
- Level 1 Personal and Social Development (Level 1 PSD) suite:
 - Level 1 Award in Personal and Social Development
 - Level 1 Certificate in Personal and Social Development.

CACHE has designed these qualifications with some units that are common between them. This means that in completing one qualification, learners will already be part way towards completing another qualification, which they can then progress to.

The ability to count the credit from a single unit towards more than one qualification is subject to any credit transfer limits that CACHE has built into the rules of combinations for the qualifications. For example, CACHE has limited the amount of credit that learners can transfer between the Caring for Children and Personal and Social Development so that learners have the opportunity to further their knowledge through additional learning.

NB: The unit(s) will count towards each qualification that the learner has achieved but the credit value will only be registered once on the national Learner Achievement Record.

The diagram below illustrates the overlap of units across the CACHE suites of Foundation Learning qualifications.



NB: The above diagram reflects the structure of these qualifications as of September 2010. Please see the CACHE website for up to date information on qualification size, structure and content: www.cache.org.uk.

In summary, the relationship of units across CACHE's Foundation Learning qualifications is as follows:

- **The Entry Level 3 Caring for a Child / Children suite of qualifications contains 13 units in total:**
 - 7 of these units are unique to the Entry Level 3 CfC qualifications
 - 4 of the remaining units are shared with the Level 1 CfC qualifications
 - The remaining 2 units are shared with the PSD qualifications
- **The Level 1 Caring for Children suite of qualifications contains 21 units in total:**
 - 12 of these units are purely available in the Level 1 CfC qualifications
 - 5 of the remaining units are shared with the Level 1 PSD qualifications
 - The remaining 4 units are shared within the Entry Level 3 CfC qualifications
- **The Level 1 Personal and Social Development suite of qualifications contains 18 units in total:**
 - 11 of these units are unique to the PSD qualifications
 - 5 of the remaining units are shared with the L1 CfC qualifications
 - The remaining 2 units are shared with the Entry Level 3 CfC qualifications.

Learners studying the Level 1 Personal and Social Development qualifications are able to transfer a maximum of 4 credits from Level 1 Caring for Children or Entry Level 3 Caring for a Child / Children.

Appendix G: Assessment strategies and principles

Units in the QCF have been developed in line with specific **Assessment Strategies or Principles**. Requirements of staff assessing and quality assuring at unit level within a qualification are dependent on which Assessment Strategy or Principles document applies to that unit.

The Assessment Strategies or Principles documents that relate to CACHE qualifications refer to some common QCF terminology summarised below:

Occupationally competent

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

Occupationally knowledgeable

This means that the Assessor or Quality Assurer should possess relevant knowledge and understanding. They should be able to assess or quality assure this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Expert Witness

An Expert Witness must:

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

Centres should also be aware of the new **Assessing and Assuring the Quality of Assessment qualification suite** developed by the Sector Skills Council Lifelong Learning UK (LLUK) for staff who want or need to undertake an assessing or quality assuring qualification. Each qualification includes a unit that covers all the essential knowledge and understanding that Assessors and quality assurance staff need. The new qualifications are more flexible as one or more units can be added that best describe competent practice for the job role of the staff member. These will be available via CACHE from September 2010.

The key requirements of the Assessment Strategies or Principles that relate to this Qualification Specification are summarised below. Centres need to ensure that individuals undertaking Assessor or Quality Assurer roles within their Centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

For the Assessment Principles, '**qualified**' in the context of the above summary means:

Qualified to make assessment decisions

Assessors making assessment decisions must have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications. CACHE has prepared a **provisional and indicative** list of qualifications to include any of the following:

- D32 Assess Candidate Performance
- D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods
- A2 Assessing Candidates' Performance through Observation
- QCF Level 3 Award in Assessing Competence in the Work Environment (*for competence / skills learning outcomes only*)
- QCF Level 3 Award in Assessing Vocationally Related Achievement (*for knowledge learning outcomes only*)
- QCF Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post-Compulsory Education (PCE)
- The Practice Teacher Award
- Mentorship and Assessment in Health and Social Care Settings
- Preparing to Teach in the Lifeline Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)

If a Centre wishes to make an application for any individual who does not hold one of these qualifications but whose background and experience provides them with the necessary expertise to make assessment decisions, they should contact their Centre Advisor with full details for approval.

Qualified to make quality assurance decisions

Quality Assurers making quality assurance decisions must have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications. CACHE has **provisionally** identified holders of any of the following qualifications to have the expertise to make quality assurance decisions:

- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process
- QCF Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If a Centre wishes to make an application for any individual who does not hold one of these qualifications, for example Internal Moderators, but whose background and experience provides them with the necessary expertise to make quality assurance decisions, they should contact their Centre Advisor with full details for approval.

The existing approach whereby individuals 'working towards' an assessment or quality assurance qualification have their judgements countersigned by a qualified Assessor / Quality Assurer will remain applicable.

Continued Professional Development for Assessors and internal Quality Assurers

There are two aspects to maintaining Continued Professional Development (CPD). The first is in the assessment process and the second is in vocational competence and knowledge.

- **CPD requirements in the assessment process:**
From September 2010 there will be a new **Assessing and Assuring the Quality of Assessment qualification suite** for QCF developed by the Sector Skills Council Lifelong Learning UK (LLUK). It is important that Assessors and Quality Assurers that have a D32, D33, D34, A1 or V1 are up to date with the current requirements of the Assessor or Quality Assurer process within this qualification suite. Each Assessor and Quality Assurer will need to provide evidence of up to date knowledge of the Assessor and quality assurance requirements.
- **CPD requirements in vocational competence and knowledge:**
Assessors, and where appropriate Quality Assurers, will need to retain evidence of CPD for the vocational requirements of the units that they are assessing or quality assuring. This

can be produced in a variety of ways dependant on the units being assessed or quality assured.

Section 5: Feedback

CACHE Level 1 Award, Certificate and Diploma in Caring for Children – Qualification Specification

Please use this form to let us know what you think of this handbook. Examples of the things we would like to know are:

- does the handbook contain everything you need
- what you did or did not like about the handbook
- was it easy to find the information you needed
- any other comments or suggestions about the handbook.

Comments:

This feedback form can also be downloaded from www.cache.org.uk and e-mailed to gcfsupportmaterials@cache.org.uk

Post or fax to: CACHE Qualifications Development Manager
CACHE
Apex House
81 Camp Road
St. Albans
Herts
AL1 5GB
Fax: 01727 818613

