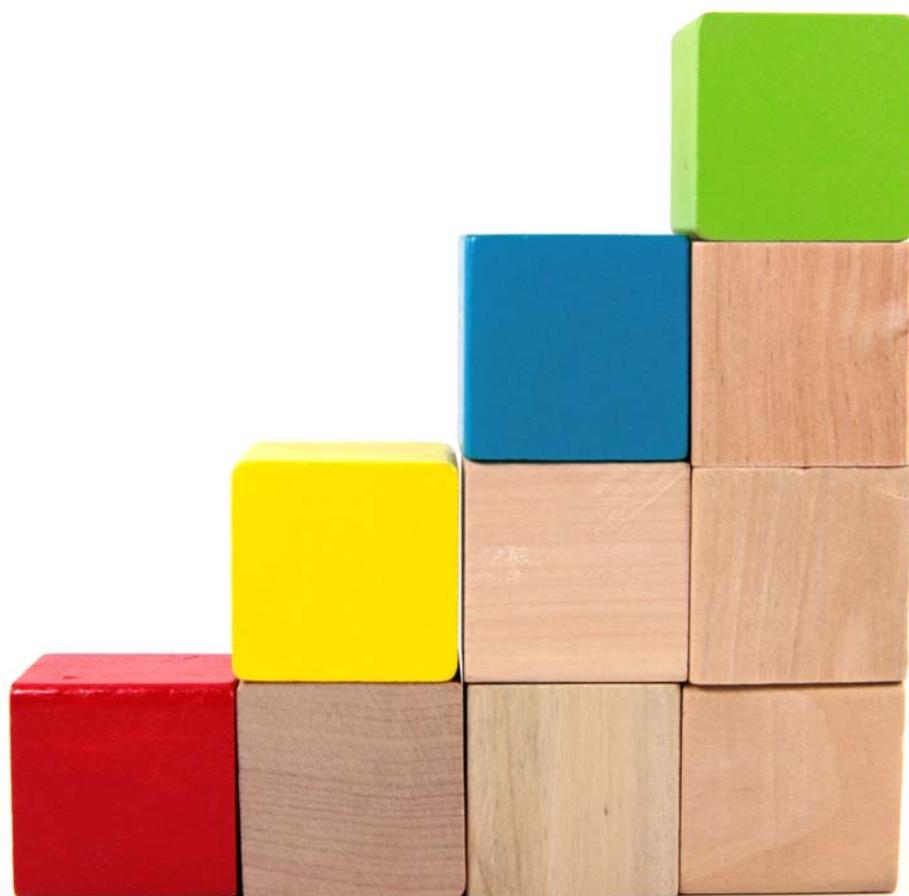


Award and Certificate in Caring for Children (3249)

Qualification handbook

Entry Level Award in Caring for Children
(Entry 3) (QCF)

Level 1 Certificate in Caring for Children (QCF)



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City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)20 7294 2800

F +44 (0)20 7294 2400

www.cityandguilds.com

centresupport@cityandguilds.com

Award and Certificate in Caring for Children (3249)

Qualification handbook



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November 2009
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1 Introduction to the qualifications

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	City & Guilds qualification number	QCA / SQA accreditation number(s)	Credit value
Entry Level Award in Caring for Children (Entry 3) (QCF)	3249-01	500/7543/3	6
Level 1 Certificate in Caring for Children (QCF)	3249-01	500/7526/3	13

Accreditation details

These qualification accredited by the OfQual the Qualifications and Curriculum Authority until 31 December 2010.

This document includes details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with other qualifications
- qualification standards and specifications
- assessment requirements

2 About the qualifications

2.1 Aim of the qualifications

These qualifications aim to:

- meet the needs of candidates who want to develop skills and knowledge required to care for children
- allow candidates to learn, develop and practise the skills required to care for children and support career progression into the sector
- gain personal and work life skills that will support progression towards supported employment
- enhance the learner's skills to help engage them in learning and enable them to develop a variety of skills and techniques, personal skills and attributes that are key for successful progress in their working life

Target Group for these qualifications

- Learners who want an introduction to the skills and knowledge needed to care for children
- 14-19 year old learners
- Learners in Schools and Colleges who wish to develop personal and life skills
- Adults returning to study
- Adults who are seeking a career change
- Learners who may not have achieved an accredited qualification
- Learners who may have specific learning needs
- Learners who may be parents/carers who want to build on their existing skills
- Learners who may be seeking greater independence
- Home child carers

City & Guilds Entry Award (Entry 3) in Caring for Children offers a flavour of the work involved in caring for children and focuses on the personal qualities and skills required to care for children

City & Guilds Level 1 Certificate provides an introduction to the skills and knowledge required to care for children. It provides an opportunity to develop personal and work life skills that will support progression into employment.

Qualifications and Credit Framework (QCF)

The QCF replaces the National Qualifications Framework in England and Northern Ireland, and is intended to replace the regulated pillar within the Qualifications and Credit Framework for Wales (CQFW). It is also intended to align with the Scottish Credit and Qualifications Framework (SCQF). The QCF provides a way of recognising achievement through the award of credit for units and qualifications. Units within the framework are allocated:

- a level to indicate the level of difficulty
- a credit value to indicate the size of the unit.

The QCF recognises learning by awarding credit each time a candidate successfully completes a unit. Candidates can accumulate and transfer credit achievement over time.

A unit is the smallest part of learning for which credit is awarded. Candidates can also gain credit for full qualifications. Rules of combination specify the credits which must be achieved through a particular combination of units to gain a full qualification.

For further information about the QCF, CQFW and the SCQF, please refer to the websites for each country listed at Appendix 1.

For further details about accreditation, national qualification frameworks and level descriptors please refer to Appendix 1.

2 About the qualifications

2.2 Principles and values

Centres must adhere to the principles and values below when delivering these qualifications

Principles and values

- The welfare of the child is paramount
- The needs, rights and views of children are at the centre of all practice and provision
- Individuality, difference and diversity are valued and celebrated
- Equality of opportunity and anti-discriminatory practice are actively promoted
- Children's health and well-being are actively promoted
- Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child
- Self-esteem, resilience and a positive self-image are recognised as essential to every child's development
- Confidentiality and agreements about confidential information are respected as appropriate unless a child's protection and well-being are at stake
- Professional knowledge and skills and values are shared appropriately in order to enrich the experience of children more widely
- Best practice requires reflection and continuous search for improvement.

Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

- All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and well being of individuals and communities.
- Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
- The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
- For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
- The role of the playworker is to support all children and young people in the creation of a space in which they can play.
- The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
- Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
- Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and well being of children.

2 About the qualifications

2.3 The structure of the qualifications

This section provides information about the structure of the qualifications and unit combinations required for the qualifications.

Entry level Award in Caring for Children (Entry 3) (QCF)

To achieve the Entry Level Award in Caring for Children, learners must achieve a minimum of 6 credits. 4 credits must be achieved at Entry Level or above. Units must be selected from the table below.

Accreditation unit reference	City & Guilds unit number	Unit title	Credit value	Level
H/502/3371	Unit 001	Communication between Children Aged 0-3 years and Adults	3	Entry 3
K/502/3372	Unit 002	Planning for the Physical Care Needs of Children aged 0-3 years	3	Entry 3
M/502/3373	Unit 003	Respecting Children	3	Entry 3
T/502/3374	Unit 004	Planning for the Physical and Emotional Care Needs of Children	4	Level 1
A/502/3375	Unit 005	Communication Skills with Children	4	Level 1
L/502/3378	Unit 006	Valuing Children as Individuals	4	Level 1
A/502/0458	Unit 007	Individual Rights and Responsibilities	1	Entry 3
F/501/6329	Unit 008	Self-Assessment	1	Entry 3

Level 1 Certificate in Caring for Children (QCF)

To achieve the Level 1 Certificate in Caring for Children, learners must achieve a minimum of 13 credits. A minimum of 7 credits must be achieved at Level 1 or above. Units must be selected from the table below.

Accreditation unit reference	City & Guilds unit number	Unit title	Credit value	Level
H/502/3371	Unit 001	Communication between Children Aged 0-3 years and Adults	3	Entry 3
K/502/3372	Unit 002	Planning for the Physical Care Needs of Children aged 0-3 years	3	Entry 3
M/502/3373	Unit 003	Respecting children	3	Entry 3
T/502/3374	Unit 004	Planning for the Physical and Emotional Care Needs of Children	4	Level 1
A/502/3375	Unit 005	Communication Skills with Children	4	Level 1
L/502/3378	Unit 006	Valuing Children as Individuals	4	Level 1
J/502/3380	Unit 009	Engaging Children in a Group Activity	4	Level 1
R/502/3382	Unit 010	Physical Activities for Children	4	Level 1
Y/502/3383	Unit 011	Learning Experiences for Young Children	4	Level 1
D/502/3384	Unit 012	Supporting the Use of IT with Children	4	Level 1
H/502/3385	Unit 013	Creative Activities for Young Children	4	Level 1
K/502/3386	Unit 014	Musical Experiences for Children	4	Level 1
M/502/3387	Unit 015	Books, Stories, Poems and Rhymes for Children	4	Level 1
A/502/3389	Unit 016	Caring for Children Group Project	4	Level 1
F/502/3376	Unit 017	Encouraging Children to Eat Healthily	4	Level 1

J/502/3377	Unit 018	Keeping Children Safe	4	Level 1
R/502/3379	Unit 019	Children's Learning Through Everyday Experiences	4	Level 1
F/501/5892	Unit 020	Alternatives to Paid Work	1	Level 2
K501/6406	Unit 021	Managing Your Own Money	2	Level 2
M/501/6164	Unit 022	Self-Assessment	2	Level 2

Certificates of unit credit

Certificates of unit credit (CUC) will be issued to candidates for each successfully completed unit, even if the full qualification is not attempted.

Candidates who do complete a full qualification will receive, in addition to their full certificate/diploma, a CUC for each unit achieved.

2 About the qualifications

2.4 Rules of combination

Entry level Award in Caring for Children (Entry 3) (QCF)

To achieve the Entry Level Award in Caring for Children, learners must achieve a minimum of 6 credits. 4 credits must be achieved at Entry Level or above. Units may only be selected from the table on page 10.

Level 1 Certificate in Caring for Children (QCF)

To achieve the Level 1 Certificate in Caring for Children, learners must achieve a minimum of 13 credits. A minimum of 7 credits must be achieved at Level 1 or above. Units may only be selected from the table on page 11/12.

Barred combinations

Unit 008 Self Assessment and Unit 022 Self-Assessment cannot be taken together.

2 About the qualifications

2.5 Sources of information and assistance

Related publications

City & Guilds also provides the following documents specifically for these qualifications:

Publication	Available from
Community & Society Guidance updates	www.cityandguilds.com/childrenandyoungpeople
fast track approval forms/generic fast track approval form	www.cityandguilds.com/childrenandyoungpeople

Other essential City & Guilds documents

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- **Providing City & Guilds qualifications – a guide to centre and qualification approval** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.
- **Ensuring quality** contains updates on City & Guilds assessment and policy issues.
- **Online catalogue** contains details of general regulations, registration and certification procedures and fees. This information is also available online.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about the City & Guilds group, accessing qualification information and publications.
SmartScreen	www.smartscreen.co.uk	SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials.

Contacting City & Guilds by e-mail

The following e-mail addresses give direct access to our Customer Relations team.

e-mail	Query types
<hr/> learnersupport@cityandguilds.com	<hr/> all learner enquiries, including <ul style="list-style-type: none">• requesting a replacement certificate• information about our qualification• finding a centre.
<hr/> centresupport@cityandguilds.com	<hr/> all centre enquiries
<hr/> walledgarden@cityandguilds.com	<hr/> all enquiries relating to the Walled Garden, including <ul style="list-style-type: none">• setting up an account• resetting passwords.

3 Candidate entry and progression

Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Initial assessment and induction

There are no formal entry requirements for candidates undertaking these qualifications. However centres must ensure that candidates have the potential and opportunity to successfully gain the qualification and therefore we suggest an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification. The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre.

Access to assessment

Qualifications on the Qualifications and Credit Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Age restrictions

These qualifications are not approved for use by candidates under the age of 14, and City & Guilds cannot accept any registrations for candidates in this age group. Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

Further development opportunities

There are no appropriate national occupational standards at entry level or level 1. There may be progression opportunities to specific CCLD national occupational standards and CCLD units at level 2. Some units are linked to the Children's Workforce Development Council Induction standards.

Candidates who have successfully completing the City & Guilds Entry level Award (Entry 3) in Caring for Children may be interested the following City & Guilds qualifications

- Level 1 Certificate in Caring for Children
- Entry Award (Entry 3) in Health and Social Care
- Level 1 Certificate in Caring for Children

Candidates who have successfully completed the City & Guilds Level 1 Certificate in Caring for Children may be interested the following City & Guilds qualifications

- Level 2 (3177) Certificate in Children's Care, Learning and Development
- Level 2 (3171/3177) in Children's Care, Learning and Development
- Level 1 (3248) Certificate in Health and Social Care
- Level 2 (6978) Certificate in Playwork
- Level 2 (3599) Award in Parents

4 Centre requirements

4.1 Centre, qualification and fast track approval

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres not yet approved by City & Guilds

To offer these qualifications, new centres will need to gain both **centre and qualification approval**. Please refer to **Appendix 1** for further information.

Existing City & Guilds centres

To offer these qualifications, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**. Please refer to **Appendix 1** for further information.

Centres, anticipating the recording and use of evidence generated from interactions with individuals using a service, must gain their advocates' informed consent. Subsequently, centres must ensure that an individual's right to privacy is not compromised by their willingness to be involved.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the following qualifications:

- Entry level 3 Certificate in Preparing for Work in the Care Sector (3595)
- Level 2 NVQ/Certificate in Children's Care, Learning and Development (3171-02) / (3177-02)
- Level 2 Award in Work with Parents (3599)
- Level 2 Certificate in Playwork (6978)
- Entry Award (Entry 3) and level 1 Certificate in Health and Social Care (3248)

may apply for approval for the Entry Award (Entry 3) and the Level 1 Certificate in Caring for Children (3249) using the **fast track approval form**, available from the City & Guilds website.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

4 Centre requirements

4.2 Resource requirements

Physical resources

- Centres must ensure that the physical resources are sufficient to deliver the planned learning programme and assessment activities
- Centres must provide access to sufficient equipment in the centre to ensure candidates have the opportunity to cover all of the practical activities.
- The qualification should be delivered in the settings that are most appropriate to the learner and reflect the learning outcomes within the units, wherever possible real and relevant settings that motivate the learner should be used.
- Learners working towards these qualifications should have the opportunity to develop skills needed for work within a real work environment through either paid or voluntary work. The work placement/voluntary work could be for an agreed short period of time which allows the learners an opportunity to cover some of the practical activities.

Human resources

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- trainer/tutor
- assessor
- internal verifier

Staff delivering the qualifications

Staff (Tutors/Assessors/Internal Verifiers) delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements.

- Have occupational knowledge in the area they are delivering training and conducting assessments, they must have sufficient knowledge and current practice in the sector to ensure the credibility of their judgements. This knowledge must be at least to the same level as the training being delivered.
- Credible experience of providing training
- Centre staff may undertake more than one role eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Internal Verifiers must

- must be occupationally knowledgeable in the Children's Sector
- Their knowledge must be at least to the same level as the qualification being verified
- They must have experience of using quality assurance systems as applied to qualifications
- Organised & participate in standardisation activities

All **new** teachers delivering publicly funded qualifications in the learning and skills sector (all post 16 education – including FE, adult and community learning, work-based learning, offender education) in England are now required to take qualifications which form part of the Qualified Teacher – Learning and Skills (QTLS) framework. City & Guilds offers a range of qualifications within the QTLS framework. Details are available on the QTLS pages of www.cityandguilds.com/qtls

Continuing professional development (CPD)

- Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, training, assessment and verification remains current, and takes account of any national or legislative developments.
- City & Guilds expectations are that individuals have the opportunity to undertake at least two CPD activities per annum.

4 Centre requirements

4.3 Registration and certification

Administration

Full details of City & Guilds' administrative procedures for these qualifications are provided in the *Online Catalogue*. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

Centres should be aware of time constraints regarding the registration and certification periods for the qualifications, as specified in the City & Guilds *Online Catalogue*.

Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certification end dates for the qualifications are subject to change. The latest News is available on the website (www.cityandguilds.com).

Retaining assessment records

Centres must retain copies of candidate assessment records for at least three years after certification.

Certificate of unit credit (CUC)

A certificate of unit credit records the successful completion of a unit. Centres can apply for CUCs on behalf of a candidate at any time after they have achieved the unit. They do not need to wait until the full programme of study has been completed.

Full certificates

Full certificates are only issued to candidates who have met the full requirements of the qualifications, as described in section 2.3 The structure of the qualifications.

4 Centre requirements

4.4 Quality assurance

This information is a summary of quality assurance requirements.

Providing City & Guilds qualifications section on the City & Guilds website provides full details and guidance on:

- internal quality assurance
- external quality assurance
- roles and responsibilities of quality assurance staff.

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

For these qualifications centres must develop a sampling strategy and plan which must be implemented by all those undertaking the internal verification role. Centres already offering N/SVQs will find that their internal verification process can be adapted to establish an internal quality assurance system for these qualifications.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds qualifications* and in the *Centre resource pack* together with full details of the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain copies of candidates' assessment records for three years after certification.

External quality assurance

External quality assurance for the qualifications will be provided by City & Guilds external verification process.

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

5 Course design and delivery

5.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

5 Course design and delivery

5.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way that:

- best meets the needs and capabilities of their candidates
- which satisfies the requirements of the qualification.

In particular, staff should consider the skills and knowledge identified in the learning outcomes in order to prepare candidates adequately for assessment.

The programme may be delivered full-time, part-time or as distance learning as appropriate to the centres learner's needs.

The following are provided in each unit to support the delivery:

- suggested delivery
- suggested evidence
- possible resources

5 Course design and delivery

5.3 Data protection, confidentiality and legal requirements

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Centres offering these qualifications may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

Protecting identity

Confidential information must not be included in candidate portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records.

When recording evidence towards these qualifications, candidates are expected in particular to protect the identity of children in their care, and that of the placement/workplace by disguising their names and that of the placement nursery.

Images of minors being used as evidence

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualifications, **both centre and candidate** have responsibilities for meeting child protection legislation.

It is the responsibility of the centre to inform the candidate of the

- need to obtain permission from the minor's parent/guardian prior to collecting the evidence
- reasons and restrictions for using photographs or video recordings as evidence
- period of time for which the photographs or video recordings may be kept
- obligation to keep photographs or video recordings secure from unauthorised access
- secure electronic storage requirements of photographs or video recordings
- associated child protection legislation.

Legal requirements

Candidates either working voluntarily or in placement in Children's services may be legally required to undergo criminal record check prior to employment or placement. Centres will need to liaise with one another to ensure that any safeguarding requirements for the particular area of work are fully met. As the requirements vary between work contexts, check should be made with the appropriate regulatory body and/or government departments if centres and employers are uncertain of the requirements. These are usually the responsibility of the employer. The appropriate service regulatory and the (Independent Safeguarding Authority) ISA for England should be able to provide the detail of the requirements, not the Awarding Body.

5 Course design and delivery

5.4 The wider curriculum

Candidates taking these qualifications may also have the opportunity to cover the following aspects of the wider curriculum.

- Identification of opportunities for evidence generation of spiritual, moral, ethical, social and cultural
- European development
- Environmental education
- Health and safety

The grid below provides guidance where units contain specific evidence of these wider curriculum issues:

Unit Number	Spiritual, moral, ethical, social and cultural issues	European dimension	Environmental education	Health and safety
001	✓	✓		
002	✓	✓	✓	✓
003	✓	✓	✓	✓
004	✓		✓	✓
005	✓			
006	✓	✓	✓	✓
007	✓	✓	✓	
008	✓			
009	✓	✓	✓	✓
010	✓		✓	✓
011	✓	✓	✓	✓
012	✓		✓	✓
013	✓		✓	✓
014	✓	✓	✓	✓
015	✓	✓	✓	✓
016	✓	✓	✓	✓
017	✓	✓	✓	✓
018	✓		✓	✓
019	✓	✓	✓	✓
020	✓	✓	✓	✓
021	✓	✓	✓	✓
022	✓			

6 Assessment

6.1 Summary of assessment requirements

The units and qualifications will be assessed by Centre devised assignments which will be presented by a candidate portfolio of evidence.

- Centre devised assignments must reflect the Learning outcomes and the Assessment criteria to the standard required. This needs to be considered in the assignment development undertaken by the centre prior to candidates embarking on their assessments.
- Cross referencing the assignment to the appropriate learning outcomes and assessment criteria is required for internal/external verification purposes
- The assessment tasks and activities should ensure learner can evidence the assessment criteria via the application of a variety of different assessment approaches.
- Centres are encouraged to use practical activities or other approaches as suitable to their learner group, equally work placement could provide a suitable foundation for assignment activities eg, observations, expert witness testimonies, witness testimonies, candidates accounts.
- External Verifiers, as part of their usual monitoring activities will check to ensure that assignments for any of the assessments **sampled** are fit for purpose.
- Evidence of the candidate's achievement the assignment tasks and assessor records of having planned, reviewed and made judgements should be presented in a portfolio of evidence. This will ensure that both internal and external verifiers can sample assessment outcomes

Where candidates have particular needs the evidence may vary, provided that any alternative evidence demonstrates the assessment requirements as identified in the unit.

Recording of evidence

Recording of assessment evidence may be undertaken in a range of formats. Regardless of the form of recording used, the guiding principle must be that information relating to practice information must comply with legal requirements and best practice in the sector in relation to confidentiality of information whilst still being able to be tracked for internal and external verification purposes.

Recording forms are available and can be found in **Appendix 6**.

7 Units

7.1 About the units

Structure of units

The units in these qualifications are written in a standard format and comprise the following:

- title
- unit reference
- unit aims
- list of learning outcomes
- statement of guided learning hours
- details of relationship between unit and any relevant National Occupational Standards
- key skills
- PLTS
- assessment and grading
- learning outcomes and assessment criteria
- Suggested delivery
- Suggested evidence
- Possible resources

Please note: Functional Skills mapping is provided in Appendix 5.

Unit 001

Communication between Children Aged 0-3 years and Adults

Level: Entry 3

Credit value: 3

Unit aims

In this unit, the learner will develop the skills required to communicate with young children.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- Know how children and adults communicate with each other
- Know why it is important to communicate with children aged 0-3 years
- Know the role of the adult in encouraging children's communication
- Be able to make a resource that will encourage a child's communication skills

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit has been mapped against the Children's Workforce Development Council Induction Standards and has links with:

- Standard 4: Know how to communicate properly

Key skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio. The unit will be deemed as complete when all of the assessment criteria have been met.

Unit 001 Communication between Children Aged 0-3 years and Adults

Learning Outcomes and Assessment Criteria

Outcome 1 Know how children and adults communicate with each other

The learner can:

- 1.1 Give ways in which children communicate with adults
- 1.2 Give ways in which adults communicate with children

Outcome 2 Know why it is important to communicate with children aged 0-3 years

The learner can:

- 2.1 Give reasons why it is important to communicate with children aged 0-3 years

Outcome 3 Know the role of the adult in encouraging children's communication

The learner can:

- 3.1 Give examples of ways an adult can encourage children's communication

Outcome 4 Be able to make a resource that will encourage a child's communication skills

The learner can:

- 4.1 Plan the making of a resource to encourage a child's communication skills
- 4.2 Produce the resource
- 4.3 Explain how the resource encourages a child's communication skills

Suggested delivery

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Group work exploring verbal and non-verbal communication; looking at effective listening skills during video scenarios; role play as well as games that help the learner to recognise effective facial expressions and tone of voice will all enable the learner to develop their knowledge and skills in effective communication. The use of resources found in a childcare environment for any role play activity would allow the learner to be the "child" and explore how this feels. A visit to a childcare setting could enable the learner to see effective communication with children first hand by watching other childcare professionals as they carry out their work.

Additional Information:

- Outcome 1:
- 1.1: the learner needs to give 3 ways that communication happens, including at least 1 verbal and 1 non-verbal method.
 - 1.2: the learner needs to give 5 ways that communication happens, including at least 1 verbal and 1 non-verbal method.
 - 2.1: the learner needs to list 4 reasons of why it is important to communicate with children linked to stages of development
 - 3.1: the learner needs to give 4 examples of ways an adult can encourage children's communication

Suggested evidence

Holistic: The outcomes could be assessed together in a holistic manner by the learner producing a poster, a leaflet delivered to tutor/other learners in the group as a small presentation ensuring this covers all outcome requirements.

Individual outcome: If an individual outcome approach is preferred outcomes 1, 2 and 3 could be assessed using recorded oral questions, written work, completed proforma documents. Outcome 4 involves a project in which the learner needs to produce a plan of their resource and once they have made the item, present the resource with a full explanation of how it encourages a child's communication skills. This could be assessed through a presentation by the learner which could be observed and recorded by the tutor/assessor or in presented in written form. The learner may have access to a real work environment to implement this outcome in which case a recorded witness testimony from a relevant colleague could be suitable.

Possible resources

www.everychildmatters.gov.uk – information and advice on promoting overall well-being of children

www.teachernet.gov.uk – ideas and information on developing children's communication

www.kidsbehaviour.co.uk/communicatingWithChildren - articles with basic advice for parents and practitioners

www.creativekidsathome.com/games - games and activities to promote communication

Professional publications such as Nursery World, Practical Parenting – a variety of information and advice

www.literacytrust.gov.uk – articles on how to support children's language

Unit 002

Planning for the Physical Care Needs of Children aged 0-3 years

Level: Entry 3

Credit value: 3

Unit aims

In this unit learners will explore the care needs of young children. Learners will develop their knowledge and understanding of how to provide for the physical care needs of young children.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- Know the physical care needs of children
- Know what is needed to care for the physical needs of children aged 0-3 years
- Be able to plan a physical care routine for a child aged 0-3 years

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit has been mapped against the Children's Workforce Development Council Induction Standards and has links with:

- Standard 3: Understand health and safety requirements

Key skills

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will be deemed complete when all of the assessment criteria have been met

Unit 002 Planning for the Physical Care Needs of Children aged 0-3 years

Learning Outcomes and Assessment Criteria

Outcome 1 Know the physical care needs of children

The learner can:

1.1 Identify the physical care needs of children

Outcome 2 Know what is needed to care for the physical needs of children aged 0-3 years

The learner can:

2.1 Describe what is needed to care for the physical needs of children aged 0-3 years

Outcome 3 Be able to plan a physical care routine for a child aged 0-3 years

The learner can:

3.1 With support, plan a physical care routine for a child aged 0-3 years

Suggested delivery

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Group work to focus on and discuss the different physical and emotional needs of children 0-3 and 3-5 could be enhanced by role play of different case studies with props such as a doll to bath; review of different scenarios as well as experiencing real provision through a visit to a childcare setting. External experts such as a parent, a childcare worker could be invited in to talk to the learner about their experiences and real events. The learner will need to conduct some research for this unit and resources such as the internet, professional journals and magazines and their own life experiences could all provide suitable information.

Additional information:

Outcome 2: 2.1: the learner needs to explain 2 ways adults meet the physical needs of children

Outcome 3: 3.1: the learner needs to clearly identify the age of the child between 0-3yrs and the specific physical care routine providing detail of what, when and how this physical care routine needs to be met eg mealtime for a 12 month old

Suggested Evidence:

Holistic: The outcomes could be assessed together in a holistic manner by the learner producing a poster, a leaflet delivered in written form or visually to tutor/other learners in the group as a small presentation ensuring this covers all outcome requirements.

Individual Outcomes: If an individual outcome approach is preferred outcomes 1 and 2 could be assessed using recorded oral question, written work or completed proforma documents with outcome 3 assessed through the written plan produced by the learner if an individual approach is preferred.

Possible resources

www.healthvisitors.com – advice and information on the needs of children 0-5yrs

www.hpa.org.uk – Health Protection Agency

www.allkids.co.uk – All Kids Online parenting magazine

www.dentalhealth.org – British Dental Health Foundation

www.eatwell.gov.uk/keepingfoodsaf - Food Standards Agency

www.hpa.org.uk – Health Protection Agency

Professional publications such as Nursery World, Practical Parenting – a variety of information and advice

Level: **Entry 3**

Credit value: **3**

Unit aims

In this unit learners will explore the need for children to be respected as individuals. Learners will be introduced to the importance of considering the needs, rights and views of the child when caring for children. Learners will gain knowledge and understanding of how adults behave respectfully towards children, and they will explore ways of providing an environment which respects children.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- Know why children need to be respected as individuals
- Know how adults show respect to children
- Be able to recognise how the physical environment respects children as individuals

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit has been mapped against the Children's Workforce Development Council Induction Standards and has links with:

- Standard 1: Understand the principles and values essential for working with children
- Standard 4: Know how to communicate properly

Key skills

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will be deemed complete when all of the assessment criteria have been met.

Unit 003 Respecting Children

Learning Outcomes and Assessment Criteria

Outcome 1 Know why children need to be respected as individuals

The learner can:

- 1.1 State why children need to be respected as individuals

Outcome 2 Know how adults show respect to children

The learner can:

- 2.1 Outline ways adults show respect to children

Outcome 3 Be able to recognise how the physical environment respects children as individuals

The learner can:

- 3.1 Select a physical environment that children visit
- 3.2 Research how the physical environment respects children and present the findings

Suggested delivery

This unit lends itself to practical learning and reflection on the learner's own experiences of being respected. Group work to explore how, when and why respect is demonstrated would be enhanced by role play of different situations as well as discussion and response to different scenarios and case studies. A visit to a childcare setting would enable the learner to see how childcare professionals demonstrate respect for children with their findings discussed as a group. The learner will need to conduct some research for this unit on how the physical environment respects children and the internet, professional publications as well as a visit to a childcare setting could all provide suitable information.

Additional information:

Outcome 1: 1.1: the learner needs to give 2 reasons why children must be respected as individuals

Outcome 2: 2.1: the learner needs to refer to 4 different ways that adults show respect to children

Outcome 3: 3.1: the learner needs to use 1 environment and base their answer to 3.2 on this

Suggested evidence

Holistic: The outcomes could be assessed together in a holistic manner by the learner producing a poster, a leaflet delivered in written form or visually to tutor / other learners in the group as a small presentation ensuring this covers all outcome requirements. Any evidence will need to clearly demonstrate the research the learner has undertaken.

Individual Outcomes: If an individual outcome approach is preferred outcomes 1, 2 and 3 could be assessed using recorded oral question, written work or completed proforma documents with outcome 3 clearly showing the research the learner has undertaken and their findings.

Possible resources

The Children's Act 2004

www.everychildmatters.gov.uk – information and advice on promoting overall well-being of children

www.standards.dfes.gov.uk/eyfs - information, video presentations and other resources and advice on the Early Years Foundation Stage

www.savethechildren.org.uk – information and access to a 'Know Your Rights' poster

Professional publications such as Nursery World, Practical Parenting – a variety of information and advice

Level: Level 1

Credit value: 4

Unit aims

In this unit learners will investigate the needs of young children and consider the effects on children's health and development if their needs are not met. This unit will give learners the knowledge and understanding of how to plan to meet the physical and emotional care needs of young children. The importance of consulting with parents and children when planning care for children will also be explored in this unit.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- Know about the physical and emotional needs of children aged 0-5 years
- Understand why it is important to consult with parents and children when meeting the needs of children
- Know how to care for children age 0-3 years to meet their physical and emotional needs
- Be able to plan to meet the physical and emotional needs of children aged 3-5 years

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit has been mapped against the Children's Workforce Development Council Induction Standards and has links with:

- Standard 3: Understand health and safety requirements
- Standard 4: Know how to communicate effectively
- Standard 5: Understand the development of children and young people

Key skills

This unit contributes toward the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers

- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. This unit will have been deemed complete when all of the assessment criteria have been met.

Unit 004 Planning for the Physical and Emotional Care Needs of Children

Learning Outcomes and Assessment Criteria

Outcome 1 Know about the physical and emotional needs of children aged 0-5 years

The learner can:

- 1.1 Identify the physical and emotional needs of children aged 0-5 years
- 1.2 Describe why it is important to meet the needs of children aged 0-5 years

Outcome 2 Understand why it is important to consult with parents and children when meeting the needs of children

The learner can:

- 2.1 Explain why it is important to consult with parents when meeting the needs of children
- 2.2 Explain why it is important to consult with children when meeting the needs of children

Outcome 3 Know how to care for children age 0-3 years to meet their physical and emotional needs

The learner can:

- 3.1 Outline how to care for a child aged 0-3 years to meet their physical and emotional needs

Suggested delivery

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with on practical learning opportunities to enhance understanding. The unit links closely with Unit 002 Planning for the Physical Care Needs of Children Aged 0-3yrs and a holistic approach to delivery may be suitable. The unit requires information about basic stages of development and how they link to physical and emotional needs of children.

Research and exploration of a balanced diet would be supported by using the internet, newspapers and professional journals which could be reinforced with "test your knowledge" games and quizzes. Practical experiences such as a visit to a childcare setting, external experts to talk about their knowledge and experience and role play using props such as dolls would encourage the learner to link theory with their practice.

Additional information:

Outcome 2: 2.1: the learner needs to explain 2 ways adults meet the physical needs of children

Outcome 3: 3.1: the learner needs to clearly identify the age of the child between 0-3yrs and the specific physical care routine providing detail of what, when and how this physical care routine needs to be met eg mealtime for a 12 month old

Suggested evidence

Holistic: The outcomes could be assessed together in a holistic manner by the learner producing a poster, a leaflet delivered in written form or visually to tutor/other learners in the group as a small presentation ensuring this covers all outcome requirements.

Individual Outcomes: If an individual outcome approach is preferred outcomes 1, 2 and 3 could be assessed using recorded oral question, written work or completed proforma documents with outcome 4 assessed through the written plan produced by the learner if an individual approach is preferred.

Possible resources

www.healthvisitors.com – advice and information on the needs of children 0-5yrs

www.everychildmatters.gov.uk - information and advice on promoting overall well-being of children

www.hpa.org.uk – Health Protection Agency

www.askamum.co.uk – Mother and Baby magazine website

www.practicalparenting.co.uk – Practical Parenting website

www.yourfamily.org.uk – NSPCC parenting magazine

Professional publications such as Nursery World, Practical Parenting – a variety of information and advice

Level: Level 1

Credit value: 4

Unit aims

This unit introduces the learner to the skills needed to communicate with children.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- Know how adults communicate with children
- Know how children communicate with each other
- Understand how to interact and communicate with children

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

There are no appropriate national occupational standards at Level 1. There may be progression opportunities to the following units at Level 2 in the national occupational standards in Children's Care, Learning and Development:

- CCLD 201 Contribute to positive relationships
- CCLD 203 Support Children's Development
- Standard 4: Know how to communicate effectively
- Standard 5: Understand the development of children and young people

Key Skills

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will be deemed complete when all of the assessment criteria have been met.

Unit 005 Communication Skills with Children

Learning Outcomes and Assessment Criteria

Outcome 1 Communication Skills with Children

The learner can:

- 1.1 Describe how adults communicate with children

Outcome 2 Know how children communicate with each other

The learner can:

- 2.1 Describe how children communicate with each other

Outcome 3 Understand how to interact and communicate with children

- 3.1 Explain the different methods used when interacting with children
- 3.2 Explain how communication with children differs between different age ranges

Suggested delivery

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. The unit links closely with Unit 001 Communication between Children Aged 0-3yrs and Adults building on this unit with the inclusion of children aged 3-5yrs. A holistic approach to delivery may be suitable but tutors must ensure that they cover the 3-5yrs age range for this unit. The unit requires the learner to relate communication to the stages of development and how different stages affect methods of communication. The use of practical learning such as role play, review and discussion of scenarios and case studies as well as playing games to explore listening skills will encourage the link between theory and practice. A visit from an external such as a Speech and Language Therapist would allow the learner to ask questions and listen to an expert view. A visit to a childcare setting would allow the learner to observe how childcare professionals communicate with children ideally covering both different age groups to reflect on the differences.

Additional information:

- Outcome 1: 1.1: the learner needs to describe 5 different examples of verbal and 5 different examples of non-verbal communication adults use when communicating with children
- Outcome 2: 2.1: the learner needs to describe 5 different ways children communicates with each other
- Outcome 3: 3.1: the learner needs to describe 5 different ways an adult interacts with children
3.2: the learner needs to give 2 examples of how communication can differ for children 0-3yrs versus 3-5yrs

Suggested evidence

Holistic: The outcomes could be assessed together in a holistic manner by the learner producing a poster, a leaflet delivered in written form or visually to tutor/other learners in the group as a small presentation ensuring this covers all outcome requirements.

Individual Outcomes: If an individual outcome approach is preferred outcomes 1, 2 and 3 could be assessed using recorded oral question, written work or completed proforma documents

Possible resources

www.everychildmatters.gov.uk – information and advice on promoting overall well-being of children

www.teachernet.gov.uk – ideas and information on developing children's communication

www.kidsbehaviour.co.uk/communicatingWithChildren - articles with basic advice for parents and practitioners

www.creativekidsathome.com/games - games and activities to promote communication

Professional publications such as Nursery World, Practical Parenting – a variety of information and advice.

Level: Level 1

Credit value: 4

Unit aims

Respecting children and treating them with equal concern is essential when caring for children to ensure children feel valued and appreciated as individuals. This unit aims to develop knowledge and understanding of these key principles and how to apply them to caring for children.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- Understand the importance of valuing children
- Know how to value children
- Understand how to support the child's right to confidentiality

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

There are no appropriate national occupational standards at Level 1. There may be progression opportunities to the following units at Level 2 in the national occupational standards in Children's Care, Learning and Development:

- CCLD 201 Contribute to positive relationships
- CCLD 203 Support children's development

This unit has been mapped against the Children's Workforce Development Council Induction Standards and has links with:

- Standard 4: Know how to communicate effectively

Key skills

This unit contributes towards the key skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners

- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. This unit is deemed complete when all of the assessment criteria have been met.

Unit 006 Valuing Children as Individuals

Learning Outcomes and Assessment Criteria

Outcome 1 Understanding the importance of valuing children

The learner can:

- 1.1 Explain why it is important to value children
- 1.2 Explain how to value children

Outcome 2 Know how to value children

The learner can:

- 2.1 Describe ways to communicate with children aged 0-3 years and 3-5 years to make them feel valued
- 2.2 Describe adult behaviour which values children

Outcome 3 Understand how to support the child's right to confidentiality

The learner can:

- 3.1 Identify confidential information
- 3.2 Describe ways to ensure confidentiality for children
- 3.3 Explain the effect on the child if confidentiality is broken

Suggested delivery

This unit lends itself to practical learning and reflection on a learners own experiences of being valued. It is diverse in its content and therefore forms some links to outcomes within Unit 001 Communication between Children Aged 0-3yrs and Adults, Unit 002 Planning for the Physical Care Needs of Children Aged 0-3yrs, Unit 003 Respecting Children and Unit 005 Communication with Children. It may therefore be suitable to adopt a holistic approach to delivery and assessment. Group work could involve discussing and reviewing different scenarios to consider how actions described would make them feel or reflecting on and relating their own experiences to feeling valued. An external speaker such as a childcare professional could discuss their practical experience of valuing children with the group reflecting on this afterwards. The use of practical activities such as role play with persona dolls or games that involve exploring personal information and confidentiality could help the learner to relate knowledge to practice.

Additional information:

- Outcome 1: 1.1: the learner needs to give 3 reasons why it is important to value children
1.2: the learner needs to give 3 ways an adult can show they can value children
- Outcome 2: 2.1: the learner needs to give 2 different ways an adult communicates with children 0-3yrs to make them feel valued and 2 different ways an adult communicates with children 3-5yrs to make them feel valued
2.2: the learner needs to describe 2 ways an adult behaves to show children they are valued
- Outcome 3: 3.1: the learner needs to list 3 different types of confidential information
3.2: the learner needs to describe 3 ways information is kept safe and confidential

Suggested evidence

Holistic: The outcomes could be assessed together in a holistic manner by the learner producing a poster, a leaflet delivered in written form or visually to tutor/other learners in the group as a small presentation ensuring this covers all outcome requirements.

Individual Outcomes: If an individual outcome approach is preferred outcomes 1, 2 and 3 could be assessed using an assignment such as; recorded oral questions, written work or completed proforma documents

Possible resources

The Children's Act 2004

www.everychildmatters.gov.uk – information and advice on promoting overall well-being of children

www.standards.dfes.gov.uk/eyfs - information, video presentations and other resources and advice on the Early Years Foundation Stage

www.yourfamily.org.uk – NSPCC parenting advice, support and information

www.kidsbehaviour.co.uk – advice on communicating with children

www.teachernet.gov.uk – information and ideas around children's communication

Professional publications such as Nursery World, Practical Parenting – a variety of information and advice

Level: **Entry Level 3**

Credit value: 1

Unit aims

To raise the learner's awareness of their rights and responsibilities as an individual.

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

- Understand that they have individual rights and responsibilities

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This unit relates to the PLTS framework areas of Self Managers and Independent Enquirers.

Key Skills

This unit contributes towards the key skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. This unit will be deemed complete when all of the assessment criteria have been met.

Unit 007 Individual rights and responsibilities

Learning Outcomes and Assessment Criteria

Outcome 1 Understand that they have individual rights and responsibilities

The learner can:

- 1.1 Describe an individual right which is relevant to them
- 1.2 Identify sources of support or information about rights and responsibilities
- 1.3 Describe a responsibility that they have for themselves
- 1.4 Describe a responsibility that they have to others

Suggested delivery

This unit lends itself to practical learning and reflection on a learner's own experiences relating to rights and responsibilities. The unit explores the subject of citizenship and reflection on individual experiences of the learner could help to relate the theory to real events. Group work on exploring why basic rights exist with links to their own experiences could support understanding. Expert professional could visit to explain their role in promoting rights and responsibilities of individuals with the group reflecting on findings. Using case studies and scenarios could give an understanding of how rights and responsibilities affect different people as well as looking at current situations and applying questioning such as looking at rules of behaviour in the classroom

Suggested evidence

The outcome could be assessed by the learner producing a poster, a leaflet delivered in written form or visually to tutor/other learners in the group as a small presentation ensuring this covers all outcome requirements or by using recorded oral question, an assignment, or written work or completed proforma documents to cover each assessment criteria

Possible resources

www.adviceguide.org.uk - Citizens Advice Bureau guide

Consumer magazines and websites to provide clear information on rights

Level: **Entry Level 3**

Credit value: 1

Unit aims

The aim of this unit is to introduce the learner to self -assessment in order to identify and set goals. The learner will consider their personal strengths and weaknesses and how they may benefit from their skills and qualities.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- Know their personal strengths and weaknesses
- Know that they have useful skills and qualities
- Know about setting both short and long term goals

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This qualification is based on the CBI employment competencies

Key skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will be deemed complete when all the assessment criteria have been met.

Unit 008 Self-Assessment

Learning Outcomes and Assessment Criteria

Outcome 1 Know their personal strengths and weaknesses

The learner can:

- 1.1 List their personal strengths and weaknesses

Outcome 2 Know that they have useful skills and qualities

The learner can:

- 2.1 Identify different skills and qualities they have
- 2.2 Identify some ways in which their skills and qualities can be used beneficially

Outcome 3 Know about setting both short and long term goals

The learner can:

- 3.1 Identify a long term goal
- 3.2 Identify some short term goals
- 3.3 With support, identify methods by which the short term goals may be achieved

Suggested delivery

The unit has the focus of the learner recognising and reflecting on themselves, relating the criteria to their own lives and experiences. Group work could explore ways to review, analyse and reflect on oneself with case studies and scenarios to allow for practical learning. The group could compare strengths and areas for improvement in themselves as a group, in people they know or in people in the public eye to identify and reinforce that everyone has different strengths and areas of improvement. The group could also look at people in the media who are high achievers and discuss possible long term and short term goals they may have set for themselves to get where they are now. The group could look at television programmes that use goal setting to form focus to the programme – Dragon’s Den as an example. Visitors to the group could explain how they have undergone the process of self assessment and give examples of goals they have set themselves.

Additional information:

Outcome 1: 1.1: the learner needs to list 2 strengths and 2 weaknesses they have

Outcome 2: 2.1: the learner needs to identify 2 skills and 2 qualities they have

2.2: the learner needs to identify 2 ways their skills or qualities can help them in the future

Outcome 3: 3.2: the learner needs to identify 2 short-term goals that will help them to achieve their long term goal

3.3: the learner needs to identify 2 different ways they can be helped to achieve the short term goals they have described in 3.2

Suggested evidence

The outcomes could be assessed together in a holistic manner by developing an individual log book or learning log that requires reflection and target setting. This could be reviewed orally with a tutor/assessor who could then observe the learner during 1-to-1 sessions or the learner could submit written evidence to demonstrate their knowledge and skills. This log book or learning log may provide valuable evidence for other units the learner may be undertaking

Possible resources

Life Coaching websites, magazines and other information to provide skills for effective self assessment.

Level: Level 1

Credit value: 4

Unit aims

The aim of this unit is to provide the learner with the skills to engage children in group activities.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- Know how children may respond in group activities
- Know how to engage a group of children in activities
- Be able to demonstrate personal skills in a children's group activity

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

There are no appropriate national occupational standards at Level 1. There may be progression opportunities to the following units at Level 2 in the national occupational standards in Children's Care, Learning and Development:

- CCLD 201 Contribute to Positive Relationships
- CCLD 203 Support Children's Development
- CCLD 206 Support Children's play and Learning

This unit has been mapped against the Children's Workforce Development Council Induction Standards and has links with:

- Standard 2: Understand your role as worker
- Standard 4: Know how to communicate effectively
- Standard 7: Develop yourself.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers

- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will be deemed complete when all of the assessment criteria have been met.

Unit 009 Engaging Children in a Group Activity

Learning Outcomes and Assessment Criteria

Outcome 1 Know how children may respond in group activities

The learner can:

- 1.1 Describe how children may respond in different types of group activities
- 1.2 Give reasons why children may not engage in group activities

Outcome 2 Know how to engage a group of children in activities

The learner can:

- 2.1 Describe techniques to engage a group of children in activities

Outcome 3 Be able to demonstrate personal skills in a children's group activity

- 3.1 Participate in a group activity for children and demonstrate:
 - a) self-management skills
 - b) problem-solving skills
 - c) safe practice
 - d) communication skills

Suggested delivery

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Some of the outcomes link to parts of Unit 005 Communication Skills with Children and Unit 006 Valuing Children as Individuals so a holistic approach with these units may be suitable. Group work could explore, discuss and review the different types of reaction children may have to group activity and why they may react this way. Role play to explore different types of group activity could help the learner link theory to practice. A visit to a childcare setting would allow the learner to see how childcare professionals provide group activities and the types of reactions children display. The unit requires the learner to display certain personal qualities for outcome 3 and exploration of these, discussion about what they mean and how the learner meets them should form part of any group sessions. This area of the unit could be linked to Unit 008 Self-Assessment so a holistic manner for this may be suitable.

Additional information:

- Outcome 1: 1.1: the learner needs to describe 3 group activities for children with 3 different behaviours children may show when taking part in group activities
1.2: the learner needs to list 5 reasons why children may not fully engage in group activity
- Outcome 2: 2.1: the learner needs to describe 3 ways to engage children in group activity with 1 group activity that is child-led and 1 that is adult-led
- Outcome 3: 3.1: the learner will need to take part in a group activity for children

Suggested evidence

Holistic: Outcomes 1 and 2 could be assessed together in a holistic manner by the learner producing a poster, a leaflet delivered in written form or visually to tutor/other learners in the group as a small presentation ensuring this covers all outcome requirements. Outcome 3 will be assessed by the learner taking part in a group activity for children. This may be with other learners acting as the children or in a real-work situation and will require the assessor/tutor to record their observations of the learner against the personal skills listed for the outcome. The learner may have access to a real work environment to implement this outcome in which case a recorded witness testimony from a relevant colleague could be suitable. The records of this Outcome might relate to Unit 008 Self-Assessment and therefore cross-referencing of this evidence may be suitable.

Individual Outcomes: If an individual outcome approach is preferred outcomes 1 and 2 could be assessed using recorded oral question, an assignment, written work or completed proforma documents. Outcome 3 will be assessed by the learner taking part in a group activity for children. This may be with other learners acting as the children or in a real-work situation and will require the assessor/tutor to record their observations of the learner against the personal skills listed for the outcome. The learner may have access to a real work environment to implement this outcome in which case a recorded witness testimony from a relevant colleague could be suitable. The records of this Outcome might relate to Unit 008 Self-Assessment and therefore cross-referencing of this evidence may be suitable.

Possible resources

www.preschoolrainvow.org/preschoolers - rhymes, activities and songs for preschool children

www.teachernet.gov.uk – ideas and information on developing children’s communication

www.kidsbehaviour.co.uk - articles with basic advice for parents and practitioners

www.literacytrust.org.uk – articles on how to support children’s language

Professional publications such as Nursery World, Practical Parenting – a variety of information and advice

Level: Level 1

Credit value: 4

Unit aims

In this unit the learner will find out about, plan and prepare different types of physical activities suitable for children. The importance of the role of the adult in ensuring children's safety in the provision of physical activities is also considered in this unit.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- Know about physical activities for children
- Understand the role of the adult when children are involved in physical activities
- Be able to plan and prepare physical activities for children

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

There are no appropriate national occupational standards at Level 1. There may be progression opportunities to the following units at Level 2 in the national occupational standards in Children's Care, Learning and Development:

- CCLD 201 Contribute to positive relationships
- CCLD 203 Support children's development
- CCLD 206 Support children's play and learning
- CCLD 207 Contribute to the effectiveness of teams

This unit has been mapped against the Children's Workforce Development Council Induction Standards and has links with:

- Standard 3: Understand health and safety requirements.

Key Skills

This unit contributes towards the key skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers

- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will be deemed complete when all of the assessment criteria have been met.

Unit 010 Physical Activities for Children

Learning Outcomes and Assessment Criteria

Outcome 1 Know about physical activities for children

The learner can:

- 1.1 Describe physical activities for children 0-3, 3-5 years

Outcome 2 Understand the role of the adult when children are involved in physical activities

The learner can:

- 2.1 Explain the role of the adult when children are involved in physical activities

Outcome 3 Be able to plan and prepare physical activities for children

The learner can:

- 3.1 As a team member, plan and prepare a physical activity for children and demonstrate:
 - a) self-management skills
 - b) a positive contribution as a team member
 - c) meeting agreed deadlines
 - d) problem-solving skills
 - e) safe practice
 - f) communication skills

Suggested delivery

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Group work could explore a wide range of physical activities and their suitability to different stages of development. Further research and exploration of required resources and safety implications should be provided and this could involve the use of professional publications and the internet. Role play could link theory to practice with the learner trying different physical activities and reviewing the skills they feel they have practiced. Visiting a childcare setting would allow the learner to see how the childcare professionals implement physical activities, completing all required risk assessment and following all required safety measures. The learner could then perhaps discuss their findings. The unit requires the learner to display certain personal qualities for outcome 3 and exploration of these, discussion about what they mean and how the learner meets them should form part of any group sessions. This area of the unit could be linked to Unit 008 Self-Assessment so a holistic manner for this may be suitable.

Additional information:

Outcome 1: 1.1: the learner needs to describe 3 different physical activities suitable for 0-3yrs and 3 different physical activities suitable for 3-5yrs showing for each the resources needed

Outcome 2: 2.1: the learner needs to refer to the activities described in 1.1 and for each explain the role of the adult

Suggested evidence

Holistic: Outcomes 1 and 2 could be assessed together in a holistic manner by the learner producing a poster, a leaflet delivered in written form or visually to tutor/other learners in the group as a small presentation ensuring this covers all outcome requirements. Outcome 3 will be assessed by the learner taking part in a group activity for children. This may be with other learners acting as the children or in a real-work situation and will require the assessor/tutor to record their observations of the learner against the personal skills listed for the outcome. The learner may have access to a real work environment to implement this outcome in which case a recorded witness testimony from a relevant colleague could be suitable. The records of this outcome might relate to Unit 008 and therefore cross-referencing of this evidence may be suitable.

Individual Outcomes: If an individual outcome approach is preferred outcomes 1 and 2 could be assessed using recorded oral question, an assignment, written work or completed proforma documents. Outcome 3 will be assessed by the learner taking part in a group activity for children. This may be with other learners acting as the children or in a real-work situation and will require the assessor/tutor to record their observations of the learner against the personal skills listed for the outcome. The learner may have access to a real work environment to implement this outcome in which case a recorded witness testimony from a relevant colleague could be suitable. The records of this outcome might relate to Unit 008 and therefore cross-referencing of this evidence may be suitable.

Possible resources

www.teachingideas.co.uk – physical activity ideas, resources and information

www.gameskidsply.net – information and ideas for physical activities

www.abcteach.com – source of free printable worksheets

www.bigeyedowl.co.uk – Guide to information and resources for children's activities

www.child-central.com – website dedicated to child development and learning

www.communityinsight.co.uk – resources for professional development for working with children

www.pitara.com/activities - source of activities for children

www.underfives.co.uk – pre-school education and learning information and resources.

Professional publications such as Nursery World, Practical Parenting – a variety of information and advice

Level: Level 1

Credit value: 4

Unit aims

This unit will introduce the learner to a range of learning experiences suitable for babies and toddlers and pre-school children. Learners will develop skills essential for working with young children in the context of finding out about young children's learning experiences.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- Know about learning experiences for young children
- Be able to demonstrate personal skills required for providing learning experiences for young children
- Be able to assess own personal skills in providing learning experiences for young children

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

There are no appropriate national occupational standards at Level 1. There may be progression opportunities to the following units at Level 2 in the national occupational standards in Children's Care, Learning and Development:

- CCLD 203 Support children's development
- CCLD 206 Support children's play and learning
- CCLD 207 Contribute to the effectiveness of teams

This unit has been mapped against the Children's Workforce Development Council Induction Standards and has links with:

- Standard 2: Understand your role as a worker
- Standard 3: Understand health and safety requirements
- Standard 4: Know how to communicate effectively
- Standard 5: Understand the development of children and young people.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will be deemed complete when all of the assessment criteria have been met.

Unit 011 Learning Experiences for Young Children

Learning Outcomes and Assessment Criteria

Outcome 1 Know about learning experiences for young children

The learner can:

- 1.1 Describe learning experiences for young children aged 0-3 and 3-5 years

Outcome 2 Be able to demonstrate personal skills required for providing learning experiences for young children

The learner can:

- 2.1 Participate in a learning experience for young children and demonstrate:
 - a) self-management skills
 - b) a positive contribution as a team member
 - c) meeting agreed deadlines
 - d) problem-solving skills
 - e) safe practice
 - f) communication skills
 - g) the use of IT

Outcome 3 Be able to assess own personal skills in providing learning experiences for young children

The learner can:

- 3.1 Assess own personal skills required for providing learning experiences for young children

Suggested delivery

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Group work could explore a wide range of learning experiences and their suitability to different stages of development. Research and exploration could involve the use of professional publications and the internet. Role play could link theory to practice with the learner reflecting on their own learning experiences as well as trying different games, activities and then reviewing the skills they feel they have practiced. Visiting a childcare setting would allow the learner to see how the childcare professionals implement different learning experiences utilising both planned and unplanned events and following all required safety measures. The learner could then perhaps then discuss their findings. Exploration of the local environment, visiting different amenities would give the learner practical experiences to review. The unit requires the learner to display certain personal qualities for outcome 2 and exploration of these; discussion about what they mean and how the learner meets them should form part of any group sessions. Outcome 3 requires the learner to assess their own personal skills and effective ways to self-assess should be discussed and explored to give the learner the tools to do this. This area of the unit could be linked to Unit 008 Self-Assessment so a holistic manner for this may be suitable.

Additional information:

Outcome 1: 1.1: the learner needs to describe 2 different learning experiences for 0-3yrs and 2 different learning experiences for 3-5yrs with inclusion of required resources and any possible health and safety issues

Suggested evidence

Outcomes 1 could be assessed using recorded oral questions, an assignment, written work or completed proforma documents. Outcome 2 will be assessed by the learner taking part in a group activity for children. This may be with other learners acting as the children or in a real-work situation and will require the assessor/tutor to record their observations of the learner against the personal skills listed for the outcome. The learner may have access to a real work environment to implement this outcome in which case a recorded witness testimony from a relevant colleague could be suitable. The records of this Outcome might relate to Unit 008 Self-Assessment and therefore cross-referencing of this evidence may be suitable.

Outcome 3 will be assessed by the learner undertaking self-assessment using a proforma document, written reflection or recorded oral discussion during 1-to-1 a tutorial to identify their performance. The evidence from outcome 2 may support this process. The records of this Outcome might relate to Unit 008 and therefore cross-referencing of this evidence may be suitable.

Possible resources

www.healthvisitors.com – advice and information on the needs of children 0-5yrs

www.everychildmatters.gov.uk - information and advice on promoting overall well-being of children

www.abcteach.co.uk – free downloadable worksheets

Professional publications such as Nursery World, Practical Parenting – a variety of information and advice

Level: Level 1

Credit value: 4

Unit aims

This unit will provide the learner with the skills to support children and young people using Information Technology.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- Know about computer-based activities for children
- Understand the role of the adult when children are involved in computer-based activities
- Be able to demonstrate personal skills required in supporting IT activities for children
- Be able to assess own personal skills in supporting children's computer-based activities

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

There are no appropriate national occupational standards at Level 1. There may be progression opportunities to the following units at Level 2 in the national occupational standards in Children's Care, Learning and Development:

- CCLD 203 Support Children's development
- CCLD 206 Support Children's play and learning
- CCLD 323 Use information communication technology to support children's early learning

This unit has been mapped against the Children's Workforce Development Council Induction Standards and has links with:

- Standard 2: Understand your role as a worker
- Standard 3: Understand health and safety requirements
- Standard 4: Know how to communicate effectively
- Standard 5: Understand the development of children and young people.

Key Skills

This unit contributes toward the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will be deemed complete when all of the assessment criteria have been met.

Unit 012 Supporting the use of IT with Children

Learning Outcomes and Assessment Criteria

Outcome 1 Know about computer-based activities for children

The learner can:

- 1.1 Describe computer-based activities for children aged 3-5 years

Outcome 2 Understand the role of the adult when children are involved in computer-based activities

The learner can:

- 2.1 Explain the role of the adult when children are involved in computer-based activities

Outcome 3 Be able to demonstrate personal skills required in supporting IT activities for children

The learner can:

- 3.1 Research, plan and demonstrate a computer-based activity suitable for children showing:
 - a) self-management skills
 - b) meeting agreed deadlines
 - c) problem-solving skills
 - d) safe practice
 - e) communication skills
- 3.2 Describe the benefits of the computer-based activity for a child

Outcome 4 Be able to assess own personal skills in supporting children's computer-based activities

The learner can:

- 4.1 Assess own personal skills in supporting children's computer-based activities

Suggested delivery

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Group work could explore a wide range of IT activities and their suitability to different stages of development. Further research and exploration of required resources and safety implications should be provided and this could involve the use of professional publications and the internet. Role play could link theory to practice with the learner reflecting on their own experiences trying different IT activities and reviewing the skills they feel they have practiced. Visiting a childcare setting would allow the learner to see how the childcare professionals implement ICT (Information Communication Technology) following all required safety measures. The learner could then perhaps then discuss their findings. The unit requires the learner to display certain personal qualities for outcome 3 and exploration of these, discussion about what they mean and how the learner meets them should form part of any group sessions. Outcome 4 requires the learner to assess their own personal skills and effective ways to self-assess should be discussed and explored to give the learner the tools to do this. This area of the unit could be linked to Unit 008 Self-Assessment so a holistic manner for this may be suitable.

Additional information:

Outcome 1: 1.1: the learner needs to identify 5 different types of IT hard/soft ware suitable for 3-5yrs

Outcome 2: 2.1: the learner needs to refer to the 5 different types of IT hard/soft ware in 1.1 and describe the adult role in providing them

Suggested evidence

Outcomes 1 and 2 could be assessed using recorded oral questions, an assignment, written work or completed proforma documents. Outcome 3 will be assessed by the learner taking part in a group activity for children. This may be with other learners acting as the children or in a real-work situation and will require the assessor/tutor to record their observations of the learner against the personal skills listed for the outcome. The learner may have access to a real work environment to implement this outcome in which case a recorded witness testimony from a relevant colleague could be suitable. The records of this Outcome might relate to Unit 008 and therefore cross-referencing of this evidence may be suitable.

Outcome 4 will be assessed by the learner undertaking self-assessment using a proforma document, written reflection or recorded oral discussion during 1-to-1 a tutorial to identify their performance. The evidence from outcome 3 may support this process. The records of this Outcome might relate to Unit 008 and therefore cross-referencing of this evidence may be suitable.

Possible resources

www.everychildmatters.gov.uk - information and advice on promoting overall well-being of children

www.comunityinsight.co.uk – resources for professional development for working with children

www.excellence.qia.org.uk – source of teaching and learning materials

www.pitara.com/activities - sources of activities for children

www.underfives.co.uk – pre-school education and learning information and resources

Professional publications such as Nursery World, Practical Parenting as well as IT specific magazines and websites for ideas and information

Level: Level 1

Credit value: 4

Unit aims

In this unit, the learner will be introduced to a range of creative activities suitable for pre-school children.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- Know about creative activities for young children
- Be able to demonstrate the personal skills required in supporting creative activities for young children
- Be able to assess own personal skills in supporting young children's creative activities

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

There are no appropriate national occupational standards at Level 1. There may be progression opportunities to the following units at Level 2 in the national occupational standards in Children's Care, Learning and Development:

- CCLD 203 Support children's development
- CCLD 206 Support children's play and learning
- CCLD 207 Contribute to the effectiveness of teams

This unit has been mapped against the Children's Workforce Development Council Induction Standards and has links with:

- Standard 2: Understand your role as a worker
- Standard 3: Understand health and safety requirements
- Standard 4: Know how to communicate effectively
- Standard 5: Understand the development of children and young people.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will have been deemed to be complete when all of the assessment criteria have been met.

Unit 013 Creative Activities for Young Children

Learning Outcomes and Assessment Criteria

Outcome 1 Know about creative activities for young children

The learner can:

- 1.1 Describe creative activities for children aged 0-3 and 3-5 years

Outcome 2 Be able to demonstrate the personal skills required in supporting creative activities for young children

The learner can:

- 2.1 Participate in a creative activity for young children and demonstrate:
 - a) self-management skills
 - b) a positive contribution as team member
 - c) meeting agreed deadlines
 - d) problem-solving skills
 - e) safe practice
 - f) communication skills

Outcome 3 Be able to assess own personal skills in supporting young children's creative activities

The learner can:

- 3.1 Assess own personal skills in supporting young children's creative activities

Suggested delivery

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Group work could explore a wide range of creative activities and their suitability to different stages of development 0-3yrs and 3-5yrs. Further research and exploration of required activities, resources and varied, effective ways to implement them should be provided and this could involve the use of professional publications and the internet. Role play could link theory to practice with the learner trying different creative activities and reviewing the skills they feel they have practiced. Visiting a childcare setting would allow the learner to see how the childcare professionals implement creative play, providing resources in a variety of ways following all required safety measures. The learner could then perhaps then discuss their findings. The unit requires the learner to display certain personal qualities for outcome 2 and exploration of these, discussion about what they mean and how the learner meets them should form part of any group sessions. Outcome 3 requires the learner to assess their own personal skills and effective ways to self-assess should be discussed and explored to give the learner the tools to do this. This area of the unit could be linked to Unit 008 Self-Assessment so a holistic manner for this may be suitable.

Additional information:

Outcome 1: 1.1: the learner needs to identify 2 different creative activities for 0-3yrs and 2 different creative activities for 3-5yrs describing the resources needed and any issues linked to implementation

Suggested Evidence:

Outcome 1 could be assessed using recorded oral questions, an assignment, written work; a booklet/portfolio of activities; a display or by completed proforma documents. Outcome 2 will be assessed by the learner taking part in a group activity for children. This may be with other learners acting as the children or in a real-work situation and will require the assessor/tutor to record their observations of the learner against the personal skills listed for the outcome. The learner may have access to a real work environment to implement this outcome in which case a recorded witness testimony from a relevant colleague could be suitable. The records of this outcome might relate to Unit 008 Self-Assessment and therefore cross-referencing of this evidence may be suitable.

Outcome 3 will be assessed by the learner undertaking self-assessment using a proforma document, written reflection or recorded oral discussion during 1-to-1 a tutorial to identify their performance. The evidence from outcome 2 may support this process. The records of this Outcome might relate to Unit 008 Self-Assessment and therefore cross-referencing of this evidence may be suitable.

Possible resources

www.everychildmatters.gov.uk - information and advice on promoting overall well-being of children

www.abcteach.co.uk – free downloadable worksheets

www.underfives.co.uk – a variety of resources and practical activities

www.bigeyedowl.co.uk – guide to information and resources for children's activities

www.child-central.com – website dedicated to child development and learning

www.communityinsight.co.uk – resources for professional development for working with children

www.pitara.com/activities - source of activities for children

www.underfives.co.uk – pre-school education and learning information and resources

Professional publications such as Nursery World, Practical Parenting – a variety of information and advice

Level: Level 1

Credit value: 4

Unit aims

This unit aims to introduce the learner to a range of musical experiences that may be used with children aged between 0 and 5 years.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- Know about music experiences for children aged 0-5 years
- Understand what the child might learn from taking part in musical experiences
- Be able to plan and make a musical resource that is suitable for a child aged between 0-5 years

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

There are no appropriate national occupational standards at Level 1. There may be progression opportunities to the following units at Level 2 in the national occupational standards in Children's Care, Learning and Development:

- CCLD 203 Support children's development
- CCLD 206 Support children's play and learning

This unit has been mapped against the Children's Workforce Development Council Induction Standards and has links with:

- Standard 2: Understand your role as a worker
- Standard 4: Know how to communicate effectively
- Standard 5: Understand the development of children and young people

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communications
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will be deemed complete when all of the assessment criteria have been met.

Unit 014 Musical Experiences for Children

Learning Outcomes and Assessment Criteria

Outcome 1 Know about music experiences for children aged 0-5 years

The learner can:

- 1.1 describe music experiences that promote listening skills for children aged 0-3 years
- 1.2 name musical instruments that are suitable for children 0-3 years and 3-5 years
- 1.3 describe songs that could be sung with children 0-3 years and 3-5 years
- 1.4 describe activities to encourage movement to music for children aged 3-5 years

Outcome 2 Understand what the child might learn from taking part in musical experiences

The learner can:

- 2.1 Explain what the child might learn from taking part in musical experiences

Outcome 3 Be able to plan and make a musical resource that is suitable for a child aged between 0-5 years

The learner can:

- 3.1 Plan how to make a musical resource for a child aged between 0-5 years
- 3.2 Make a musical resource for a child aged between 0-5 years
- 3.3 Reflect on the success of the task

Suggested delivery

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Group work exploring different musical activities suitable for stages of development and how they can be provided. Role play with the learner taking part in different types of musical activity or playing different instruments would link theory to practice. A visit to a childcare setting could enable the learner to see how the childcare professionals implement musical activity effectively. The learner could then discuss their findings. Research and reflection on own experiences of different songs, sound games and rhymes will expand the learner's knowledge of available resources. Throughout any learning emphasis should be given to developing the learner's self-confidence at "performing" music, rhymes and songs, reinforcing the point that it is not about how perfect you are at singing or playing music but the enthusiasm you put into it!

Additional information:

- Outcome 1:
- 1.1: the learner needs to describe 2 experiences to promote the listening skills of children within a specified age between 0-3yrs explaining the required resources and exactly what the child has to do
 - 1.2: the learner needs to describe 2 instruments suitable for children 0-3yrs and 2 instruments suitable for children 3-5yrs
 - 1.3: the learner needs to name 2 songs suitable for children 0-3yrs and 2 songs suitable for children 3-5yrs with reasons why
 - 1.4: the learner needs to describe 2 different activities that encourage children's movement to music stating the age they are suitable for, resources needed, any health and safety implications and what the children need to do for each 1.

Suggested evidence

Holistic: The outcomes could be assessed together in a holistic manner by the learner producing a poster, a leaflet and then the final musical resource delivered to tutor/other learners in the group as a small presentation ensuring this covers all outcome requirements.

Individual outcome: If an individual outcome approach is preferred outcomes 1 and 2 could be assessed using recorded oral question, an assignment, written work, completed proforma documents. Outcome 3 involves a project in which the learner needs to produce a plan of their resource and once they have made the item, present the resource with a full explanation of how it encourages a child's communication skills. This could be assessed through a presentation by the learner which could be observed and recorded by the tutor/assessor or in presented in written form. If the learner has access to work placement this could also be assessed by a witness testimony from the work placement.

Physical resources

Learners must have access to a range of musical instruments and resources that may be used with young children.

Possible resources

www.literacytrust.org.uk – information, advice and resources on musical activity for 0-5yrs

Professional publications such as Nursery World, Practical Parenting – a variety of information and advice

Unit 015

Books, Stories, Poems and Rhymes for Children

Level: Level 1

Credit value: 4

Unit aims

This unit aims to introduce the learner to a range of books, stories, poems and rhymes that may be used with children aged between 0 and 5 years.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

- Understand what a child may learn from taking part in poetry and story telling sessions
- Know how to select books, poems and rhymes that are suitable for use with children aged 0-3 and 3-5 years
- Know what resources may be used when telling stories or poems
- Be able to make a child's book and read it using different techniques
- Be able to recite rhymes suitable for children aged 0-3 years and 3-5 years

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

There are no appropriate national occupational standards at Level 1. There may be progression opportunities to the following units at Level 2 in the national occupational standards in Children's Care, Learning and Development:

- CCLD 203 Support children's development
- CCLD 206 Support children's play and learning

This unit has been mapped against the Children's Workforce Development Council Induction Standards and has links with:

- Standard 2: Understand your role as a worker
- Standard 4: Know how to communicate effectively
- Standard 5: Understand the development of children and young people

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will be deemed to be complete when all of the assessment criteria have been met.

Unit 015 Books, Stories, Poems and Rhymes for Children

Learning Outcomes and Assessment Criteria

Outcome 1 Understand what a child may learn from taking part in poetry and story telling sessions

The learner can:

- 1.1 Explain what a child can learn from listening to stories and poems

Outcome 2 Know how to select books, poems and rhymes that are suitable for use with children aged 0-3 and 3-5 years

The learner can:

- 2.1 List key features of books suitable for children aged 0-3 years and 3–5 years
- 2.2 List key features of poems and/or rhymes suitable for children aged 0-3 years and 3-5 years
- 2.3 Select books, poems and/or rhymes that are suitable for children aged 0-3 years and 3-5 years

Outcome 3 Know what resources may be used when telling stories or poems

The learner can:

- 3.1 List resources that may be used when telling stories or poems to children aged 0-3 and 3-5 years

Outcome 4 Be able to make a child's book and read it using different techniques

The learner can:

- 4.1 Design a child's book
- 4.2 Hold the book in such a way that the audience can see the illustrations
- 4.3 Read text with understanding
- 4.4 Use intonation and different vocal expressions
- 4.5 Maintain eye contact with the audience
- 4.6 Ask questions to ensure understanding

Outcome 5 Be able to recite rhymes suitable for children aged 0-3 years and 3-5 years

The learner can:

- 5.1 Select rhymes suitable for children aged 0-3 years and 3-5 years
- 5.2 Recite rhymes with understanding
- 5.3 Use intonation and different vocal expressions
- 5.4 Use non-verbal communication to maintain the interest of the audience.

Suggested delivery

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Group work exploring different books, stories, poems and rhymes suitable for stages of development and how they can be provided. Role play with the learner taking part in storytelling or reciting rhymes would link theory to practice. A visit to a childcare setting could enable the learner to see how the childcare professionals implement storytelling, books, poems and rhymes effectively. The learner could then discuss their findings. Research and reflection on own experiences of different books, stories, poems and rhymes will expand the learner's knowledge of available resources. Exploration of the use of different props would help the learner to understand how storytelling can be very visual and action-packed. Inviting an external expert to demonstrate effective storytelling would give the learner real hands-on experience or the use of vocal tone and facial expressions or a visit to the local library to watch a storytelling session would be of equal benefit. Video footage of current a children's programme that tells stories will also give the learner subject matter to review.

Additional information:

Outcome 3: 3.1: the learner needs to describe 2 different resources for children aged 0-3yrs and 2 different resources for children aged 3-5yrs

Outcome 5: 5.1: the learner needs to select 1 rhyme for 2 different age groups of children (2 in total) and be able to recite the rhymes using effective vocal tone and intonation

Suggested evidence

Holistic: Outcomes 1, 2 and 3 could be assessed together in a holistic manner by the learner producing a poster, a leaflet delivered in written form or visually to tutor/other learners in the group as a small presentation ensuring this covers all outcome requirements. Outcomes 4 and 5 will be assessed by the learner making the resource, choosing the rhyme and then using them in group activities for children. This may be with other learners acting as the children or in a real-work situation and will require the assessor/tutor to record their observations of the learner against the personal skills listed for the outcomes. The learner may have access to a real work environment to implement these outcomes in which case a recorded witness testimony from a relevant colleague could be suitable. The records of these outcomes might relate to Unit 008 Self-Assessment and therefore cross-referencing of this evidence may be suitable.

Individual Outcomes: If an individual outcome approach is preferred outcomes 1, 2 and 3 could be assessed using recorded oral questions, assignment, written work or completed proforma documents. Outcomes 4 and 5 will be assessed by the learner making a book and choosing a suitable rhyme and then using them in group activities for children. This may be with other learners acting as the children or in a real-work situation and will require the assessor/tutor to record their observations of the learner against the personal skills listed for the outcomes. The learner may have access to a real work environment to implement these outcomes in which case a recorded witness testimony from a relevant colleague could be suitable. The records of these outcomes might relate to Unit 008 Self-Assessment and therefore cross-referencing of this evidence may be suitable.

Possible resources

www.bookstart.org.uk – advice and information on books and resources with recommended reading 0-5yrs

www.literacytrust.org.uk – ideas for reading to and with under 5's

www.letterland.com – books and games for young children with emphasis on phonics

www.parentcentre.gov.uk – government website giving advice on reading to young children

Professional publications such as Nursery World, Practical Parenting – a variety of information and advice

Level: Level 1

Credit value: 4

Unit aims

This unit aims to give the learner the opportunity to work with others to find out about an aspect of caring for children. The learner will be introduced to a range of topics relevant to caring for children and work with members of the group to research and present a topic that interests them.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- Be able to find out about an aspect of caring for children
- Be able to demonstrate personal skills in presenting information as a team member
- Be able to discuss own personal skills in finding out about an aspect of caring for children

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

There are no appropriate national occupational standards at Level 1. There may be progression opportunities to the following units at Level 2 in the national occupational standards in Children's Care, Learning and Development:

- CCLD 207 Contribute to the effectiveness of teams

This unit has been mapped against the Children's Workforce Development Council Induction Standards and has possible links with:

- Standard 1: Understand the principles and values essential for working with children
- Standard 2: Understand your role as a worker
- Standard 3: Understand health and safety requirements
- Standard 4: Know how to communicate effectively
- Standard 5: Understand the development of children and young people
- Standard 6: Safeguard children and keep them safe
- Standard 7: Develop yourself.

Key Skills

This unit contributes towards the Key Skills in the following areas

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will be deemed as complete when all of the assessment criteria have been met.

Unit 016 Caring for Children Group Project

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to find out about an aspect of caring for children

The learner can:

- 1.1 Identify an aspect of caring for children to research
- 1.2 Work as a team member in finding relevant information

Outcome 2 Be able to demonstrate personal skills in presenting information as a team member

The learner can:

- 2.1 Use communication skills to present information clearly and accurately
- 2.2 Make a positive contribution as a team member
- 2.3 Use self-management skills to solve problems and meet agreed deadlines

Outcome 3 Be able to discuss own personal skills in finding out about an aspect of caring for children

The learner can:

- 3.1 Discuss own personal skills in finding out about an aspect of caring for children

Suggested delivery

This unit requires the introduction and discussion around team work with exploration of how the teams will be put together and the types of personal skills they will need to display. Potential topics for the group work need to be discussed and explored. Additional opportunities to expand on chosen topics could include external experts to talk to the group –dietician to discuss child obesity, police to talk about internet safety. It may be beneficial to explore recent media to look for current relevant topics or stories to investigate further. Once the group have agreed on the topic for research discussion is then needed on the roles to be taken and skills required. The evidence for this unit will involve self assessment and therefore has links to Unit 008 Self Assessment so a holistic approach to delivery may be suitable.

Suggested evidence

Outcomes 1 and 2 should be assessed holistically through tutor/assessor recorded observation of the learner's role during the research, planning and delivery of the group presentation. Outcome 3 will be assessed by the learner undertaking self-assessment using a proforma document, written reflection or recorded oral discussion during 1-to-1 a tutorial to identify their performance. The records of this outcome might relate to Unit 008 Self-Assessment and therefore cross-referencing of this evidence may be suitable.

Possible resources

www.bbc.co.uk/health - BBC website

www.capt.org.uk – Child Accident Prevention Trust

www.dentalhealth.org.uk – British Dental Health Foundation

www.educationaltoys.co.uk – Education toys

www.practicalparenting.co.uk – Practical Parenting magazine website

www.yourfamily.org.uk – NSPCC online parenting magazine

Professional publications such as Nursery World, Practical Parenting – a variety of information and advice. Numerous websites and text books for reference, advice and ideas

Level: Level 1

Credit value: 4

Unit aims

This unit aims to help the learner to find out about healthy eating for children, and to plan and take part in activities to encourage children to eat healthily.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- Know about healthy eating for children
- Know about activities and experiences to encourage children to eat healthily
- Be able to plan and prepare activities to encourage children to eat healthily
- Be able to assess own personal skills in supporting healthy eating activities

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

There are no appropriate national occupational standards at Level 1. There may be progression opportunities to the following units at Level 2 in the national occupational standards in Children's Care, Learning and Development:

- CCLD 207 Contribute to the effectiveness of teams

This unit has been mapped against the Children's Workforce Development Council Induction Standards and has links with:

- Standard 2: Understand your role as worker
- Standard 3: Understand health and safety requirements
- Standard 5: Understand the development of children and young people
- Standard 7: Develop yourself.

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will be deemed complete when all of the assessment criteria have been met

Unit 017 Encouraging Children to Eat Healthily

Learning Outcomes and Assessment Criteria

Outcome 1 Know about healthy eating for children

The learner can:

- 1.1 Describe healthy eating principles for children
- 1.2 Describe healthy eating needs of children aged 0-3 years
- 1.3 Describe healthy eating needs of children aged 3-5 years

Outcome 2 Know about activities and experiences to encourage children to eat healthily

The learner can:

- 2.1 Outline activities to encourage children to eat healthily

Outcome 3 Be able to plan and prepare activities to encourage children to eat healthily

The learner can:

- 3.1 As a team member, plan, prepare and participate in an activity to encourage children to eat healthily and demonstrate:
 - a) self management skills
 - b) a positive contribution as a team member
 - c) meeting agreed deadlines
 - d) problem-solving skills
 - e) safe practice
 - f) communication skills

Outcome 4 Be able to assess own personal skills in supporting healthy eating activities

The learner can:

- 4.1 Assess own personal skills in supporting healthy eating activities

Suggested Delivery

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Group work could explore the current principles of healthy eating, using reflection of their own experiences with a focus on the dietary requirements of children 0-3yrs and 3-5yrs. Further research and exploration of special dietary needs and activities to effectively encourage healthy eating would enhance learning and this could involve the use of professional publications and the internet. Role play could link theory to practice with the learner trying different foods and food-related activities. Visiting a childcare setting would allow the learner to see how the childcare professionals implement healthy eating could provide the learner with experiences to then discuss. The unit requires the learner to display certain personal qualities for outcome 3 and exploration of these, discussion about what they mean and how the learner meets them should form part of any group sessions. Outcome 4 requires the learner to assess their own personal skills and effective ways to self-assess should be discussed and explored to give the learner the tools to do this. This area of the unit could be linked to Unit 008 Self-Assessment so a holistic manner for this may be suitable.

Additional information:

- Outcome 1: 1.2: the learner needs to describe a suitable menu for a day of meals and snacks to meet the health needs of children aged 0-3yrs
 1.3: the learner needs to describe a suitable menu for a day of meals and snacks to meet the health needs of children aged 3-5yrs
- Outcome 2: 2.1: the learner needs to give a brief outline of at least 3 different cooking/food preparation activities and 3 different experiences to encourage children to eat healthily

Suggested evidence

Outcomes 1 and 2 could be assessed using recorded oral questions, written work or completed proforma documents. Outcome 3 will be assessed by the learner taking part in a group activity for children. This may be with other learners acting as the children or in a real-work situation and will require the assessor/tutor to record their observations of the learner against the personal skills listed for the outcome. The learner may have access to a real work environment to implement this outcome in which case a recorded witness testimony from a relevant colleague could be suitable. The records of this outcome might relate to Unit 008 Self-Assessment and therefore cross-referencing of this evidence may be suitable.

Outcome 4 will be assessed by the learner undertaking self-assessment using a proforma document, written reflection or recorded oral discussion during 1-to-1 a tutorial to identify their performance. The evidence from outcome 3 may support this process. The records of this outcome might relate to Unit 008 Self-Assessment and therefore cross-referencing of this evidence may be suitable.

Physical resources

Resources for learners to implement activities or experiences to encourage children to eat healthily will be required.

Possible resources

www.foodgloriousfood.org.uk – information and ideas for promoting healthy eating

www.healthvisitors.com – advice and information on the needs of children 0-5yrs

www.everychildmatters.gov.uk - information and advice on promoting overall well-being of children

www.activekidsgetcooking.org.uk – Active Kids Get Cooking

www.allkids.co.uk/childrens-nutrition-and-healthy-eating.shtml All Kids online parenting magazine

www.bbc.co.uk/health

www.eatwell.gov.uk – Food Standards Agency

www.foodafactoflife.org.uk – British Nutrition Foundation

www.schoolfoodtrust.org.uk – School Food Trust

Professional publications such as Nursery World, Practical Parenting – a variety of information and advice

Level: Level 1

Credit value: 4

Unit aims

This unit aims to help the learner to find out about and plan safe environments for children. Learners will investigate ways to protect children from accidents and injury and explore the measures that need to be taken to ensure children are protected from infections. The unit also covers how to keep children safe if abuse is suspected.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- Know how to keep children safe from accidents and injury
- Understand how to protect children from infections
- Know how to keep children safe if abuse is suspected
- Be able to plan a safe environment for children

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

There are no appropriate national occupational standards at Level 1. There may be progression opportunities to the following units at Level 2 in the national occupational standards in Children's Care, Learning and Development:

- CCLD 202 How to keep children safe

This unit has been mapped against the Children's Workforce Development Council Induction Standards and has links with:

- Standard 3: Understand health and safety requirements
- Standard 6: Safeguard children and keep them safe.

Key Skills

This unit contributes towards the Key Skills in the following areas;

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will be deemed complete when all of the assessment criteria have been met.

Unit 018 Keeping Children Safe

Learning Outcomes and Assessment Criteria

Outcome 1 Know how to keep children safe from accidents and injury

The learner can:

- 1.1 Identify ways to keep children safe from accidents and injury

Outcome 2 Understand how to protect children from infections

The learner can:

- 2.1 Explain ways to protect children from infections

Outcome 3 Know how to keep children safe if abuse is suspected

The learner can:

- 3.1 Identify possible indicators of abuse
- 3.2 Describe procedures to follow if child abuse is suspected

Outcome 4 Be able to plan a safe environment for children

The learner can:

- 4.1 As a team member, plan to care for a child aged 0-3 years or 3-5 years in a home environment and demonstrate:
 - a) self management skills
 - b) a positive contribution as a team member
 - c) meeting agreed deadlines
 - d) problem solving skills
 - e) safe practice
 - f) communication skills

Suggested delivery

This unit lends itself to practical learning and reflection on a learner's own experiences relating to keeping safe. The unit explores the subject of what "safe" means and how a childcare professional ensures the safety and welfare of all children. Group reflection on individual experiences of the learner could help to relate theory to real events. Outcome 3 explores the subject of abuse and it is worth being aware of the sensitivity of this subject. A visit from an expert professional to explain their role in promoting safety would encourage the group to then discuss and reflect on the information they have gained. Using case studies and scenarios could give an understanding of how abuse can affect different people as well as looking at current media stories. Games involving testing knowledge through quizzes could help to consolidate learning and practical experiences of carrying out a risk assessment of an environment would link theory to practice. Visiting a childcare setting would allow the learner to see how the childcare professionals ensure safety of the children could provide the learner with experiences to then discuss.

Additional information:

- Outcome 1: 1.1: the learner needs to describe 3 different pieces of safety equipment and 3 different safety measures to keep children safe from accident or injury
- Outcome 2: 2.1: the learner needs to describe 3 different measures of good hygiene and explain how each one protects children from infection
- Outcome 3: 3.1: the learner needs to list possible indicators of physical, sexual and emotional abuse and neglect

Suggested evidence

Holistic: Outcomes 1, 2 and 3 could be assessed together in a holistic manner by the learner producing a poster, a leaflet delivered in written form or visually to tutor/other learners in the group as a small presentation ensuring this covers all outcome requirements. Outcome 4 will be assessed by the learner taking part in a group activity for children. This may be with other learners acting as the children or in a real-work situation and will require the assessor/tutor to record their observations of the learner against the personal skills listed for the outcome. The learner may have access to a real work environment to implement this outcome in which case a recorded witness testimony from a relevant colleague could be suitable. The records of this outcome might relate to Unit 008 and therefore cross-referencing of this evidence may be suitable.

Individual Outcomes: If an individual outcome approach is preferred outcomes 1, 2 and 3 could be assessed using recorded oral question, assignment, written work or completed proforma documents. Outcome 4 will be assessed by the learner taking part in a group activity for children. This may be with other learners acting as the children or in a real-work situation and will require the assessor/tutor to record their observations of the learner against the personal skills listed for the outcome. The learner may have access to a real work environment to implement this outcome in which case a recorded witness testimony from a relevant colleague could be suitable. The records of this outcome might relate to Unit 008 Self-Assessment and therefore cross-referencing of this evidence may be suitable.

Possible resources

www.healthvisitors.com – advice and information on the needs of children 0-5yrs

www.everychildmatters.gov.uk - information and advice on promoting overall well-being of children

www.hpa.org.uk – Health Protection Agency information and advice

www.nspcc.org.uk – NSPCC information and advice

www.eatwell.go.uk – Food Standards Agency

www.publichealth.hsci.net – Health Promotion Agency

www.kidscape.org.uk – Kidscape a charity established to prevent bullying and child sexual abuse

www.nspcc.org.uk

Professional publications such as Nursery World, Practical Parenting – a variety of information and advice

Unit 019

Children's Learning Through Everyday Experiences

Level: Level 1

Credit value: 4

Unit aims

This unit introduces the learner to the skills required to promote young children's play and learning in their own home.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

- Understand what children learn from everyday experiences
- Know the role of the adult when children are involved in everyday experiences
- Know how to help a child aged 0-3 years learn through an everyday experience

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

There are no appropriate national occupational standards at Level 1. There may be progression opportunities to the following units at Level 2 in the national occupational standards in Children's Care, Learning and Development:

- CCLD 201 Contribute to positive relationships
- CCLD 203 Support children's development
- CCLD 206 Support children's play and learning

This unit has been mapped against the Children's Workforce Development Council Induction Standards and has links with:

- Standard 3: Understand health and safety requirements
- Standard 4: Know how to communicate effectively
- Standard 5: Understand the development of children and young people

Key Skills

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will be deemed complete when all of the assessment criteria have been met.

Unit 019 Children's Learning Through Everyday Experiences

Learning Outcomes and Assessment Criteria

Outcome 1 Understand what children learn from everyday experiences

The learner can:

- 1.1 Identify everyday experiences
- 1.2 Explain what children learn from everyday experiences

Outcome 2 Know the role of the adult when children are involved in everyday experiences

The learner can:

- 2.1 Describe the role of the adult when children are involved in everyday experiences

Outcome 3 Know how to help a child aged 0-3 years learn through an everyday experience

The learner can:

- 3.1 From a given scenario, identify what a child aged 0-3 years could learn from an everyday experience
- 3.2 Describe the role of the adult in helping the child learn during the given scenario

Suggested delivery

The content of this unit lends itself to providing the opportunity to use a wide range of techniques to build on the learner's knowledge and skills with practical learning opportunities to enhance understanding. Group work to focus on and discuss the different development stages of children 0-3 and 3-5 and how these are supported by everyday experiences could be enhanced by reflection on learners own experiences. Visiting a home would allow the learner to see how a parent implement learning through everyday experiences planned and unplanned and could provide the learner with experiences to then discuss. A parent could be invited in to talk to the learner about their experiences and real events.

Additional information:

- Outcome 1:
- 1.1: the learner needs to identify 5 everyday experiences including 1 inside the home and 1 outside the home
 - 1.2: the learner needs to expand on the experiences listed in 1.1 and explain what the child might have learnt
 - 2.1: learners will need to include a description of the role of the adult when the children are involved with the experience
 - 3.1: learners will need to identify what a child aged 0-3 years could learn from a given everyday experience
 - 3.2: learners will need to identify the role of the adult in helping the children

Suggested evidence

Holistic: The outcomes could be assessed together in a holistic manner by the learner producing a poster, a leaflet delivered in written form or visually to tutor/other learners in the group as a small presentation ensuring this covers all outcome requirements.

Individual Outcomes: If an individual outcome approach is preferred outcomes 1, 2 and 3 could be assessed using recorded oral question, written work or completed proforma documents

Possible resources

www.healthvisitors.com – advice and information on the needs of children 0-5yrs

www.everychildmatters.gov.uk - information and advice on promoting overall well-being of children

www.ncma.org.uk –advice, activity ideas and support for childminders

www.childmindinghelp.co.uk – resources, information and help

www.literacytrust.org.uk – articles on how to support children's languages

www.ncma.org.uk – promotes and supports childminders

www.preschoolrainbow.org – activities for children – songs, rhymes and finger plays

Professional publications such as Nursery World, Practical Parenting – a variety of information and advice

Level: Level 2

Credit value: 1

Unit aims

The aim of this unit is to help learners to understand different types of beneficial alternatives to paid work and how the skills and qualities gained through participating in these different types activities are transferable to other areas of their life.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- Understand different beneficial alternatives to paid work
- Understand the role of organisations associated with beneficial alternatives to paid work
- Understand the skills, qualities and knowledge that can be gained from beneficial alternatives to paid work
- Understand how to transfer the skills, qualities and knowledge gained from beneficial alternatives to paid work to other areas of life

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This qualification is based on the CBI employment competencies

Key Skills

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will be deemed complete when all of the assessment criteria have been met.

Unit 020 Alternatives to Paid Work

Learning Outcomes and Assessment Criteria

Outcome 1 Understand different beneficial alternatives to paid work

The learner can:

- 1.1 Describe different types of beneficial alternatives to paid work
- 1.2 Explain how the different types of beneficial alternatives to paid work differ

Outcome 2 Understand the role of organisations associated with beneficial alternatives to paid work

The learner can:

- 2.1 Describe the role of different organisations associated with beneficial alternatives to paid work

Outcome 3 Understand the skills, qualities and knowledge that can be gained from beneficial alternatives to paid work

The learner can:

- 3.1 Explain different types of skills, qualities and knowledge that can be gained through participating in activities associated with beneficial alternatives to paid work

Outcome 4 Understand how to transfer the skills, qualities and knowledge gained from beneficial alternatives to paid work in other areas of life.

The learner can:

- 4.1 Explain what steps they might need to take in order to use the gained skills, qualities or knowledge in other areas of their life

Suggested delivery

This unit lends itself to practical learning and reflection on a learner's own experiences relating to alternatives to paid work. The unit explores the subject of the benefits of experiencing alternative to paid work and reflection on individual experiences of the learner could help to relate the theory to real events. Group work on exploring the potential skills, qualities and knowledge that might be gained would enhance learning. Expert professionals such as voluntary workers, careers advisors, etc could visit to explain their role in promoting alternatives to paid work and the employability skills that can be gained. Using case studies and scenarios could give an understanding of how different alternatives to paid work can benefit different people would give the learner a broader understanding. The learner could carry out their own research, visiting different establishments that offer alternatives to unpaid work, carry out their own questionnaires to relevant people all to allow full review of their findings.

Additional information:

- Outcome 1: 1.1: the learner needs to describe 3 different types of beneficial alternatives to paid work with an example for each
1.2: the learner needs to explain the similarities and differences between these 3 different alternatives to paid work
- Outcome 2: 2.1: the learner needs to describe 2 different types of organisations showing for each 2 different services they offer or roles they carry out
- Outcome 3: 3.1: the learner needs to explain 3 skills, qualities or knowledge gained all significantly dissimilar or different to each other
- Outcome 4: 4.1: the learner needs to use the 3 skills, qualities or knowledge gained from 3.1 and explain 1 method for each of these to enable the learner to apply them in their lives

Suggested evidence

Holistic: The outcomes could be assessed together in a holistic manner by the learner producing a poster, a leaflet delivered in written form or visually to tutor/other learners in the group as a small presentation ensuring this covers all outcome requirements.

Individual Outcomes: If an individual outcome approach is preferred outcomes 1, 2, 3 and 4 could be assessed using recorded oral question, written work or completed proforma documents

Possible resources

www.learndirect.co.uk – advice on courses and qualifications

www.theaward.org – The Duke of Edinburgh Award – information and support

www.gapyear.com – advice on volunteering during a gap year

www.princes-trust.org.uk – The Prince's Trust website – advice on courses

www.yearoutgroup.org – Yearoutgroup – provides ideas on what to do during a year out

Level: Level 2

Credit value: 2

Unit aims

The aim of this unit is to help the learner develop the skills and knowledge to produce a budget successfully, plan that their outgoings do not exceed their income and know the responsibilities involved in using credit and loans.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

- Be able to produce a budget
- Know ways to buy and invest on credit
- Understand the responsibilities of using credit for outgoings and investing
- Understand the potential problems of using credit

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This qualification is based on the CBI employment competencies

Key Skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will be deemed complete when all of the assessment criteria have been met.

Unit 021 Managing Your Own Money

Learning Outcomes and Assessment Criteria

Outcome 1 Be able to produce a budget

The learner can:

- 1.1 Carry out suitable calculations to plan outgoings and income

Outcome 2 Know ways to buy and invest on credit

The learner can:

- 2.1 Identify different sources of credit

Outcome 3 Understand the responsibilities of using credit for outgoings and investing

The learner can:

- 3.1 Describe the responsibilities of using credit for outgoings and investing

Outcome 4 Understand the potential problems of using credit

The learner can:

- 4.1 Describe the potential problems of using credit

Suggested delivery

This unit lends itself to practical learning and reflection on a learner's own experiences relating to managing money. The unit explores the subject of the using a budget, using credit facilities and reflection on individual experiences of the learner could help to relate the theory to real events. Group work on exploring the potential risks and dangers of credit would enhance learning. Expert professionals from banks/building societies could visit to explain their role in helping people to manage their money, in providing credit could give the learner a deeper understanding. Using case studies and scenarios or basing work on the real situation of the learner could give an understanding of how different situations and events affect different people. The learner could carry out their own research, visiting different establishments that offer credit as well as carrying out their own questionnaires to relevant people or researching credit support and advice on the internet could all to allow the learner to fully review their findings. A basic knowledge of calculations, relating income to outgoings and relevant terminology used in the financial industry will be required. Real-life expert support for a learner may be required as a consequence of exploring this topic.

Additional information:

- Outcome 1: 1.1: the learner needs to draw up the budget for a specified period of time with the national minimum wage used as the possible income source
- Outcome 2: 2.1: the learner must identify 2 different examples of sources of credit
- Outcome 3: 3.1: the learner needs to describe in some detail 3 different responsibilities the borrower has when using credit
- Outcome 4: 4.1: the learner must describe 2 potential problems of using credit with an explanation of why each are a potential problem

Suggested evidence

Holistic: The outcomes could be assessed together in a holistic manner by the learner producing a poster, a leaflet delivered in written form or visually to tutor / other learners in the group as a small presentation ensuring this covers all outcome requirements.

Individual Outcomes: If an individual outcome approach is preferred outcomes 1, 2, 3 and 4 could be assessed using recorded oral question, written work or completed proforma documents

Possible resources

www.cccs.co.uk – Consumer Credit Counselling Service

www.direct.gov.uk/en/YoungPeople/Money - advice on managing money

Unit 022 Self-Assessment

Level: **Level 2**

Credit value: 2

Unit aims

The aim of this unit is for the learner to assess their own strengths, weaknesses, skills and qualities. Additionally, the learner will learn how to set personal goals.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

- Understand the importance of self-assessment
- Reflect on personal strengths and weaknesses
- Understand why personal skills and qualities are important to all areas of life
- Understand the process of personal goal setting
- Be able to evaluate personal achievements

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

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

This qualification is based on the CBI employment competencies

Key Skills

This unit contributes towards the key skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Personal, Learning and Thinking Skills

Candidates undertaking this unit will demonstrate PLTS in the following areas:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Assessment and grading

This unit will be assessed by a candidate portfolio of evidence. The unit will be deemed complete when all of the assessment criteria have been met.

Unit 022 Self-Assessment

Learning Outcomes and Assessment Criteria

Outcome 1 Understand the importance of self-assessment

The learner can:

- 1.1 Explain the importance of self-assessment

Outcome 2 Reflect on personal strengths and weaknesses

The learner can:

- 2.1 Describe their own personal strengths and weaknesses
- 2.2 Explain why it is important to continue developing their strengths
- 2.3 Describe why it is important to improve areas of weakness and some ways of doing so

Outcome 3 Understand why personal skills and qualities are important to all areas of life

The learner can:

- 3.1 Analyse their own skills and qualities
- 3.2 Explain how these skills and qualities are important to their lives

Outcome 4 Understand the process of personal goal setting

The learner can:

- 4.1 Describe how short term goals will meet long term goals
- 4.2 Describe ways in which goals may be tracked over time

Outcome 5 Be able to evaluate personal achievements

The learner can:

- 5.1 Identify their achievements over a given period
- 5.2 Discuss some examples of things they would have liked to achieve
- 5.3 Suggest some reasons why they achieved some things, but not others

Suggested delivery

The unit has the focus of the learner recognising and reflecting on themselves, relating the criteria to their own lives and experiences. Group work could explore ways to review, analyse and reflect on oneself with case studies and scenarios to allow for practical learning. The group could compare strengths and areas for improvement in themselves as a group, in people they know or in people in the public eye to identify and reinforce that everyone has different strengths and areas of improvement. Goal setting should be explored to identify the skills needed to apply this to oneself. The group could also look at people in the media who are high achievers and discuss possible long term and short term goals they may have set for themselves to get where they are now. The group could look at television programmes that use goal setting to form focus to the programme – Dragon’s Den as an example. Visitors to the group could explain how they have undergone the process of self assessment and give examples of goals they have set themselves. Peer assessment and feedback could help the learner to recognise their strengths and weaknesses but a sensitive approach is needed to avoid offence.

Additional information:

- Outcome 1: 1.1: the learner needs to explain 2 reasons why self-assessment is important – for them personally or in general
- Outcome 2: 2.1: the learner needs to give specific detail about 2 areas of strength and 2 areas of weakness
- 2.2: the learner needs to give 2 reasons why they should continue to develop the areas of strength identified in 2.1
- 2.3: the learner needs to give 2 reasons why it is important to and 2 ways they can improve the areas of weakness identified in 2.1
- Outcome 3: 3.2: the learner needs to refer to 2 skills or qualities shown in 3.1 and explain why these are important in their lives
- Outcome 4: 4.1: the learner needs to identify 2 Specific, Measurable, Achievable, Realistic and Time-bound (SMART) long term goals with short term goals for each
- Outcome 5: 5.1: the learner needs to state the timeframe their achievements are over
- 5.2: the learner needs to identify 2 things they had wanted have achieved in the timescale for 5.1
- 5.3: the learner should give 2 reasons why they accomplished the achievements for 5.1 and 2 reasons why they were unable to achieve what they wanted to for 5.2

Suggested evidence

The outcomes could be assessed together in a holistic manner by developing an individual self assessment book or learning log that requires reflection and target setting. This could be reviewed orally with a tutor/assessor who could then observe the learner during 1-to-1 sessions or the learner could submit written evidence to demonstrate their knowledge and skills. This self-assessment book or learning log may provide valuable evidence for other units the learner may be undertaking. The learner may have access to a real work environment in which case a recorded witness testimony from a line manager could be suitable.

Possible resources

www.careerserviceiceni.com – Department for Employment and Learning Careers Service for Northern Ireland

www.lifecoachexpert.co.uk – Lifecoach expert – advice on career development, life style and well being.

www.mindtools.com – Mind Tools – information on employment skills

Life Coaching websites, magazines and other information to provide skills for effective self assessment

Appendix 1 Accreditation, national frameworks and qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

Nation	Who to contact	Website
England	The Qualifications and Curriculum Authority	www.qca.org.uk
Scotland	The Scottish Qualifications Authority	www.sqa.org.uk
Wales	The Department for Education, Lifelong Learning and Skills Wales (DELLS)	www.wales.gov.uk
Northern Ireland	The Council for Curriculum, Examinations and Assessment	www.ccea.org.uk

Appendix 2 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds qualifications*.

Approval for global online assessment (GOLA)

In addition to obtaining centre and qualification approval, centres are also required to set up a GOLA profile in order to offer online examinations to candidates. Setting up a GOLA profile is a simple process that need only be completed once by the centre.

Details of how to set up the profile and GOLA technical requirements are available on the City & Guilds website (www.cityandguilds.com/e-assessment). The GOLA section of the website also has details of the GOLA helpline for technical queries and downloads for centres and candidates about GOLA examinations.

Centres should also refer to *Providing City & Guilds qualifications - a guide to centre and qualification approval* for further information on GOLA.

Appendix 3 Summary of City & Guilds assessment policies

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Providing City & Guilds qualifications*, in the *Online Catalogue*, and is also available from the City & Guilds Customer Relations department.

Access to assessment

Qualifications on the National Qualifications Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' *Access to assessment and qualifications guidance and regulations* document is available on the City & Guilds website. It provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier and/or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and candidates on the City & Guilds website or available from the Customer Relations department.

Appendix 4 Funding

City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements.

Nation	Who to contact	For higher level qualifications
England	<p>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning.</p> <p>Further information on funding is available on the Learning and Skills Council website at www.lsc.gov.uk and, for funding for a specific qualification, on the Learning Aims Database http://providers.lsc.gov.uk/lad.</p>	<p>Contact the Higher Education Funding Council for England at www.hefce.ac.uk.</p>
Scotland	<p>Colleges should contact the Scottish Further Education Funding Council, at www.sfc.co.uk.</p> <p>Training providers should contact Scottish Enterprise at www.scottish-enterprise.com or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at www.shefc.ac.uk.</p>
Wales	<p>Centres should contact the Welsh Assembly Government www.learning.wales.gov.uk</p> <p>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting</p>	<p>Centres should contact the Welsh Assembly Government www.learning.wales.gov.uk</p> <p>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting</p>
Northern Ireland	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>

Appendix 5 Functional Skills table

Entry 3	Unit number																					
English speaking and listening	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Respond appropriately to others and make more extended contributions in familiar formal and informal discussions/exchanges			✓							✓	✓	✓	✓	✓	✓	✓	✓	✓				
English - Reading																						
Independently read and understand straightforward texts for a purpose																		✓				
English - Writing																						
Write documents with some adaptation to the intended audience																		✓				

Entry 3	Unit number																						
Mathematics – Learners can	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Understand practical problems in familiar and accessible context and situations																						✓	
Begin to develop own strategies for solving simple problems																							
Select and apply mathematics to obtain answers to simple given practical problems that are clear and routine																							
Interpret and communicate solutions to practical problems in familiar contexts and situations																							
Use simple checking procedures																							

Entry 3	Unit number																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ICT – Use ICT systems																						
Interact with and use an ICT system to meet needs																	✓	✓	✓			
Store information																						
Follow and understand the need for safety and security practices																						
ICT – Find and select information																						
Select and use appropriate sources of information																	✓	✓	✓		✓	
Use ICT to search for and select information that matches given requirements																	✓	✓	✓		✓	
ICT – Develop, present and communicate information																						
Enter and develop information to meet needs, in the form of text, images and number																						
Bring together information to achieve a purpose																	✓					
Present information and review its effectiveness																✓						
Select and use ICT to communicate																						

Level 1	Unit number																					
English – Speaking and Listening	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Take part in formal and informal discussions/exchanges			✓							✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
English – Reading																						
Read and understand a range of texts																	✓		✓			
English – Writing																						
Write documents with to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience																		✓		✓		

Level 1	Unit number																					
Mathematics – Learners can	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non routine																						✓
Identify and obtain necessary information to tackle the problem																						✓

Level 1	Unit number																						
Mathematics – Learners can	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Select and apply mathematics in an organised way to find solutions to practical problems for different purposes																						✓	
Use appropriate checking procedures at each stage																						✓	
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations																							

Level 1	Unit number																						
ICT – Use ICT systems	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Interact with and use an ICT system independently to meet needs																							
Use ICT to plan work and evaluate their use of ICT systems																✓	✓	✓					
Manage information storage																							
Follow and understand the need for safety and security practices																							

Level 1	Unit number																					
ICT – Find and select information	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Select and use a variety of sources of information independently to meet needs																✓	✓	✓	✓			✓
Access, search for, select and use ICT based information and evaluate its fitness for purpose																✓	✓	✓	✓			✓
ICT – Develop, present and communicate information																						
Enter, develop and format information to suit its meaning, and purpose including: text and tables, images, numbers, graphs, records																						
Bring together information to suit content and purpose																✓						
Present information in ways that are fit for purpose and audience																✓						
Evaluate the selection and use of ICT tools and facilities used to present information																						
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively																						

Appendix 6 Recording forms

City & Guilds has developed these recording forms for new and existing centres to use as appropriate.

* Forms 3,4,5, 6, 8, 9 and 10 or approved alternatives, are requirements. The other forms have been designed to support the assessment and recording process.

Candidate and centre details (Form 1)

Form used to record learner and centre details, and the units/qualification(s) being assessed and details and signatures of assessor(s) and internal verifier(s).

This should be in the first page of the learner portfolio.

Initial and Baseline Learning Profile (Form 2)

Form used to record the initial assessment of learner's learning and development needs and goals.

Assessment plan, review and feedback (Form 3) *

Form used to record unit assessment plans, reviews and feedback to the learner. The form allows for a dated, ongoing record to be developed.

Performance evidence record (Form 4) *

Form used to record details of activities observed, witnessed or for which a reflective or self-account has been produced.

Expert witness/status list (Form 5) *

Form used to record the details of all those who have witnessed candidate evidence

Questioning record form (Form 6) *

Form used to record the focus of, and responses to, assessor/tutor devised questions

Professional discussion record (Form 7)

Form used to record the scope and outcome of professional discussion if it is used.

Evidence location sheet (Form 8)*

Form used to identify what requirements each piece of evidence covers and where it is located, including questioning records which are held elsewhere (for example, because they were conducted online).

Summary of unit and qualification achievement (Form 9)*

Form used to record the learner's on-going completion of units and progress to final achievement of the complete unit and/or qualification.

Unit assessment and verification declaration (Form 10)*

Form used on completion of each unit to meet the QCA requirement for a statement on authenticity. If this form is not used, there must be a written declaration, at unit level signed by the

tutor/assessor and the learner, that the evidence is authentic and that the assessment was conducted under the specified conditions or context.

Please photocopy forms as required.

Form 1

Candidate and centre details

Keep a record of relevant contact details in the space provided below:

City & Guilds qualification title:			
Qualification number:		Level:	

Candidate details			
Name:		Signature:	
City & Guilds registration / unique learner number (ULN):			
Date enrolled with centre:			
Date registered with City & Guilds:			

Centre details			
Name:		Number:	
Contact number:			
Quality assurance co-ordinator name and contact (QAC) number:			

Internal verifier details			
Name:		Signature:	
Contact number:		Position:	

Assessor details			
(1) Name:		Signature:	
Contact number:		Position:	
Type (please tick):	Work-based <input type="checkbox"/> Peripatetic <input type="checkbox"/> Independent <input type="checkbox"/>		
Assessing unit(s):			
(2) Name:		Signature:	
Contact number:		Position:	
Type (please tick):	Work-based <input type="checkbox"/> Peripatetic <input type="checkbox"/> Independent <input type="checkbox"/>		
Assessing unit(s):			

Candidate name: _____

Personal Progression Skills
Literacy Skills
Numeracy Skills
The candidate's interest

<p>The candidate's long term goals</p>
<p>Previous work placements</p>
<p>The support the candidate needs to work safely</p>
<p>The number of units the candidate will require to achieve the qualification</p>

Assessor signature

Candidate signature

Date

Form 3

Assessment plan, review and feedback

Candidate name: _____

Assessor name: _____

Units number(s) and title(s): _____

This record can be used for single and multiple unit planning. Remember that all planning should be SMART – Specific, Measurable, Achievable, Realistic and Time |Bound

Date action agreed	What has to be done / What has been reviewed and the feedback / record of judgment or outcome	Date to be done by / Date done	Candidate and assessor signatures	Evidence reference

Date action agreed	What has to be done / What has been reviewed and the feedback / record of judgment or outcome	Date to be done by / Date done	Candidate and assessor signatures	Evidence reference

The above is an accurate record of the discussion.

Candidate signature: _____ Date: _____

Tutor/Assessor signature: _____ Date: _____

Form 4 Performance evidence record

Qualification/unit: _____

Candidate name: _____

Use this form to record details of activities (tick as appropriate)

- observed by your assessor
- seen by expert witness
- seen by witness
- self / reflective account

Evidence ref(s):
Unit number(s):

NB Your assessor may wish to ask you some questions relating to this activity. There is a separate sheet for recording these. The person who observed/witnessed your activity must sign and date overleaf.

Unit(s)	Learning outcome(s)	Assessment criteria	Evidence

Unit(s)	Learning outcome(s)	Assessment criteria	Evidence

I confirm that the evidence listed is my own work and was carried out under the conditions and context specified in the standards.

Candidate signature: _____ Date: _____

Tutor/Assessor/Expert Witness * signature: _____ Date: _____
 * delete as appropriate

Internal Verifier signature (if sampled): _____ Date: _____

Form 5

Expert/Witness status list

Qualification title/unit title: _____

Candidate name: _____

Please ensure that all witnesses who have signed the candidate’s evidence or written a report are included on this witness status list. All necessary details must be included and signed by the witness as being correct.

Witness name and signature	Status*	Professional relationship to candidate**	Unit or outcomes witnessed	Date

***Witness status categories**

1. Occupational expert meeting specific qualification requirement for role of Expert Witness; 2. Occupational expert not familiar with the standards; 3. Non-expert familiar with the standards; 4. Non-expert not familiar with the standards.

****Professional relationship to candidate**

Manager = M Supervisor = S Colleague = Coll Customer = Cus Other (please specify) _____

Assessor signature: _____ Date: _____

Form 6

Questioning record

QCF unit: _____

Candidate name: _____

Unit	Learning outcome(s)	Assessment criteria	Questions	Answers

The above is an accurate record of the questioning.

Candidate signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal Verifier signature (if sampled): _____ Date: _____

Form 7

Professional discussion record

Candidate name: _____

Assessor name: _____

Unit	Learning outcome(s)	Assessment criteria	What is to be covered in the discussion	Counter ref

Outline record of discussion content

Assessment decision and feedback to candidate

The above is an accurate record of the discussion.

Candidate signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal Verifier signature (if sampled): _____ Date: _____

Form 8 Evidence location sheet

Candidate name: _____

Unit number/title: _____

Item of evidence	Loc*	Ref	Link to Learning outcome and assessment criteria (P)																				
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

* Location key: P= portfolio, O = office (add further categories as appropriate)

Form 9 Summary of unit and qualification achievement

Candidate name: _____ Signature: _____
 City & Guilds registration number: _____ Date: _____
 Centre name: _____ Centre number: _____

Unit	Title	Internal verification		Grade achieved <i>(if appropriate)</i>	Signatures			
		Date	Types of evidence <i>(see key)</i>		Assessor*	Candidate	IV*	EV <i>(if sampled)</i>

Key for types of evidence
 (please extend if necessary):

O = Observation; Q = Questioning; P = Work products; C = Candidate/Reflective account; S = Simulation; PD = Professional discussion;
 A = Assignments, projects/case studies; WT = Witness testimony; ET = Expert witness testimony; RPL = Recognition of prior learning

*If there is a second line assessor/IV, both must sign.

Competence has been demonstrated in all of the units/the qualification recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency

External verifier signature: _____ Date: _____

Qualification title: _____

Unit number and title: _____

Candidate declaration

I confirm that the evidence listed for this unit is my own work.

Candidate name: _____

Signature: _____ Date: _____

City & Guilds registration / unique learner number (ULN): _____

Assessor declaration

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. (Where there is more than one assessor, the co-ordinating assessor for the unit should sign this declaration.)

Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name: _____

Assessor signature: _____ Date: _____

Countersignature: (if relevant) _____ Date: _____

(For staff working towards the assessor qualification)

Internal verifier declaration

I have internally verified the assessment work on this unit by carrying out the following (please tick):

sampling candidate and assessment evidence Date: _____

discussion with candidate Date: _____

observation of assessment practice Date: _____

other – please state: _____ Date: _____

I confirm that the candidate's sampled work meets the standards specified for this unit and may be presented for external verification and/or certification.

Not sampled

Internal verifier name: _____

Internal verifier signature: _____ Date: _____

Countersignature: (if relevant) _____ Date: _____

(For staff working towards the internal verifier qualification)

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)20 7294 2800
F +44 (0)20 7294 2400
www.cityandguilds.com

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