

# Qualification Specification

NCFE CACHE Level 1 Award in Caring for Children  
QRN: 500/9010/0

NCFE CACHE Level 1 Certificate in Caring for  
Children  
QRN: 500/9009/4

NCFE CACHE Level 1 Diploma in Caring for  
Children  
QRN: 501/1015/9

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### **Qualification reference numbers:**

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

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# Summary of changes

This section summarises the changes to this qualification specification since the last version (version 13.0 September 2018).

Version	Publication Date	Summary of amendments
v13.1	April 2019	Safeguarding guidance added
v13.2	May 2019	Removed statement about equivalent unit R/500/5531 - Understanding play for learning. This unit was removed in 2012 and was replaced by the equivalent unit A/504/0211 – Understanding learning and development through play.
v14.0	August 2019	Amends throughout document in Sections 1, 2 and 3. Key changes: <ul style="list-style-type: none"> <li>• updating any reference of children aged up to 5 years to 5 years 11 months</li> <li>• adding a note to reference to EAL: English as an additional language (EAL) is not an indication of a special educational need (SEN) unless accompanied by one</li> <li>• amendments to legislation references and guidance, including progression, in order to provide up to date information.</li> </ul> <p>Included with these updates are minor grammatical amends to the LO/ACs of units: CFC 1, CFC 13, CFC 14, CFC 18, CFC 21, CFC 22, CFC23 AND CFC 26. And to the 'Your learning' section for units: CFC 2, CFC 9, CFC 10, CFC 14, CFC 15, CFC 21, CFC 24, CFC 26 AND CFC 27.</p>
v14.1	February 2020	<a href="#">Resources</a> section added.

# Section 1: General introduction

## About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain these qualifications. It also contains extra information for your tutor or assessor.

## How the qualifications work

These qualifications are made up of units each representing a small step of learning. This allows the qualifications to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

### **Total Qualification Time/Guided Learning: Definitions**

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

### **Equivalencies**

These qualifications may contain equivalencies. These will be identified in the summary for each unit.

### **Recognition of Prior Learning (RPL)**

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

### **Credit transfer**

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.



## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence/Skills-based learning outcomes:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

### Knowledge-based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'.



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

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

## Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an ongoing basis to ensure you always have the most current information.

**All** our qualification documents are version controlled, allowing you to check for updates or revisions.

## The Public Website

Our public website address is: [www.cache.org.uk](http://www.cache.org.uk). The website contains information about all our qualifications, and also a link to our QualHub [www.qualhub.co.uk](http://www.qualhub.co.uk) which contains:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

## The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

## Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment.

### Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

## Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

## Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see our website: [www.qualhub.co.uk](http://www.qualhub.co.uk)



## **Section 2: About these qualifications**

## Qualification summary

<b>Title</b>	NCFE CACHE Level 1 Award in Caring for Children		
<b>Qualification number</b>	500/9010/0		
<b>Aim</b>	<p>This qualification is designed to stimulate interest and encourage the learners' understanding of the skills and knowledge needed to care for young children. It builds on the knowledge covered in Entry Level (3) Award/Certificate in Caring for Child / Children. In addition the qualification allows Centres flexibility in its offering with a mix of vocational and personal and social development (PSD) units.</p> <p>It is aimed at a range of learners, including young people needing to develop life skills as well as those who are thinking of working in childcare. It is also suitable for parents who wish to develop parenting skills, mature learners with special educational needs, or where English is an additional language (please note; English as an additional language (EAL) is not an indication of a special educational need (SEN) unless accompanied by one).</p>		
<b>Purpose</b> Ofqual code and description (where applicable)	<p>B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area</p> <p>B1. Prepare for further learning or training</p> <p>NOTE: Does not confer competence or licence to practise</p>		
<b>Total Qualification Time (hours)</b>	100		
<b>Guided learning (hours)</b>	85		
<b>Credit value</b>	10	<b>Minimum credits at/above level</b>	7
<b>Minimum age of learner</b>	14		
<b>Age ranges covered by the qualification</b>	<p>Birth to 5 years 11 months.</p> <p>(Individual units may have specific guidance, e.g. 'A young child is defined as birth to 5 years 11 months'. One particular unit focuses on Human Growth and Development which covers the full breadth and depth of human lifespan from birth to the elderly).</p>		

<b>Real work environment (RWE) requirement/recommendation</b>	Learners do not need to be working or undertaking practical placements to take this qualification.
<b>Rules of Combination</b>	Learners must achieve a minimum of 10 credits for the Award. 6 or more credits must be achieved from Group A. A further 4 credits must be achieved from either Group A or Group B.
<b>Progression</b>	<p>This qualification provides a straight forward progression to the Level 1 Certificate and Diploma in Caring for Children giving the opportunity to carry forward shared units.</p> <p>Learners are also able to progress to the Level 1 Award and Certificate in Personal and Social Development qualifications.</p> <p>Although the qualification does not qualify learners to work with children it does support them in preparing for the “next steps” either in training or moving towards the world of work.</p> <p>Further progression opportunities will depend on the learners’ abilities, but could include a broad range of destinations in Foundation Learning including:</p> <ul style="list-style-type: none"> <li>• GCSEs</li> <li>• supported employment</li> <li>• independent living.</li> </ul>
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board.</p> <p>* NB: assessment tasks are provided for tutors’ convenience. They are not mandatory.</p>
<b>Additional assessment requirements</b>	n/a
<b>Grading system</b>	Achieved/Not Yet Achieved
<b>How long will it take to complete?</b>	The Award, Certificate and Diploma can usually be completed in one year when taken as part of Foundation Learning or in less than one year if taken as standalone qualifications.
<b>Entry requirements/recommendations</b>	Learners should be at least 14 years old. We do not set any other entry requirements but Centres may have their own guidelines.

**About this  
qualification**

This is a regulated qualification. The regulated number for this qualification is 500/9010/0.



## Qualification summary

<b>Title</b>	NCFE CACHE Level 1 Certificate in Caring for Children		
<b>Qualification number</b>	500/9009/4		
<b>Aim</b>	<p>This qualification is designed to stimulate interest and encourage the learners' understanding of the skills and knowledge needed to care for young children. It builds on the knowledge covered in the Award in Caring for Children. In addition the qualification allows Centres flexibility in its offering with a mix of vocational and personal and social development (PSD) units.</p> <p>It is aimed at a range of learners, including young people needing to develop life skills as well as those who are thinking of working in childcare. It is also suitable for parents who wish to develop parenting skills, mature learners with special educational needs, or where English is an additional language (please note; English as an additional language (EAL) is not an indication of a special educational need (SEN) unless accompanied by one).</p>		
<b>Purpose</b> Ofqual code and description (where applicable)	<p>B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area</p> <p>B1. Prepare for further learning or training</p> <p>Note: Does not confer competence or licence to practise</p>		
<b>Total Qualification Time (hours)</b>	260		
<b>Guided learning (hours)</b>	229		
<b>Credit value</b>	26	<b>Minimum credits at/above level</b>	20
<b>Minimum age of learner</b>	14		
<b>Age ranges covered by the qualification</b>	<p>Birth to 5 years 11 months.</p> <p>(Individual units may have specific guidance, e.g. 'A young child is defined as birth to 5 years 11 months'. One particular unit focuses on Human Growth and Development which covers the full breadth and depth of human lifespan from birth to the elderly).</p>		

<b>Real work environment (RWE) requirement/ recommendation</b>	Learners do not need to be working or undertaking practical placements to take this qualification.
<b>Rules of Combination</b>	Learners must achieve a minimum of 26 credits for the Certificate. 14 or more credits must be achieved from Group A. A further 12 credits must be achieved from either Group A or Group B.
<b>Progression</b>	<p>This qualification provides a straight forward progression to the Level 1 Diploma in Caring for Children giving the opportunity to carry forward shared units.</p> <p>Learners are also able to progress to the Level 1 Award and Certificate in Personal and Social Development qualifications.</p> <p>Although the qualification does not qualify learners to work with children it does support them in preparing for the “next steps” either in training or moving towards the world of work.</p> <p>Further progression opportunities will depend on the learners’ abilities, but could include a broad range of destinations in Foundation Learning including:</p> <ul style="list-style-type: none"> <li>• GCSEs</li> <li>• supported employment</li> <li>• independent living.</li> </ul>
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board.</p> <p>* NB: assessment tasks are provided for tutors’ convenience. They are not mandatory.</p>
<b>Additional assessment requirements</b>	N/A
<b>Grading system</b>	Achieved/Not Yet Achieved
<b>How long will it take to complete?</b>	The Award, Certificate and Diploma can usually be completed in one year when taken as part of Foundation Learning or in less than one year if taken as standalone qualifications.
<b>Entry requirements/ recommendations</b>	Learners should be at least 14 years old. We do not set any other entry requirements but Centres may have their own guidelines.

**About this  
qualification**

This is a regulated qualification. The regulated number for this qualification is 500/9009/4.

## Qualification summary

<b>Title</b>	NCFE CACHE Level 1 Diploma in Caring for Children		
<b>Qualification number</b>	501/1015/9		
<b>Aim</b>	<p>This qualification is designed to stimulate interest and encourage the learners' understanding of the skills and knowledge needed to care for young children. It builds on the knowledge covered in the Award and Certificate in Caring for Children. In addition the qualification allows Centres flexibility in its offering with a mix of vocational and personal and social development (PSD) units.</p> <p>It is aimed at a range of learners, including young people needing to develop life skills as well as those who are thinking of working in childcare. It is also suitable for parents who wish to develop parenting skills, mature learners with special educational needs, or where English is an additional language (please note; English as an additional language (EAL) is not an indication of a special educational need (SEN) unless accompanied by one).</p>		
<b>Purpose</b> Ofqual code and description (where applicable)	<p>B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area</p> <p>B1. Prepare for further learning or training</p> <p>Note: Does not confer competence or licence to practise</p>		
<b>Total Qualification Time (hours)</b>	370		
<b>Guided learning (hours)</b>	320		
<b>Credit value</b>	37	<b>Minimum credits at / above Level</b>	31
<b>Minimum age of learner</b>	14		
<b>Age ranges covered by the qualification</b>	<p>Birth to 5 years 11 months.</p> <p>(Individual units may have specific guidance, e.g. 'A young child is defined as birth to 5 years 11 months'. One particular unit focuses on Human Growth and Development which covers the full breadth and depth of human lifespan from birth to the elderly).</p>		

<b>Real work environment (RWE) requirement/recommendation</b>	Learners do not need to be working or undertaking practical placements to take this qualification.
<b>Rules of Combination</b>	Learners must achieve a minimum of 37 credits for the Diploma. 25 or more credits must be achieved from Group A. A further 12 credits must be achieved from either Group A or Group B.
<b>Progression</b>	<p>Within the Caring for Children qualification suite learners are able to achieve Level 2 units to gain an understanding of the rigour and level of study required to progress to the next Level.</p> <p>The Diploma unit bank contains unit TDA 2.2 'Safeguarding the welfare of children and young people' (Unit ref: K/601/3323). For those learners wishing to progress to Level 2, this unit can be offered as an introduction to the Level 2 Certificate for the Children and Young People's Workforce qualification and/or the Level 2 Certificate in Supporting Teaching and Learning in Schools.</p> <p>The credit obtained by achieving this unit can be transferred to the Level 2 Certificate for the Children and Young People's Workforce and/or the Level 2 Certificate in Supporting Teaching and Learning in Schools when the learner has been registered for either of these qualifications.</p> <p>Although the qualification does not qualify learners to work with children it does support them in preparing for the "next steps" either in training or moving towards the world of work.</p> <p>Further progression opportunities will depend on the learners' abilities, but could include a broad range of destinations in Foundation Learning including:</p> <ul style="list-style-type: none"> <li>• GCSEs</li> <li>• supported employment</li> <li>• independent living.</li> </ul>
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board.</p> <p>* NB: assessment tasks are provided for tutors' convenience. They are not mandatory.</p>
<b>Additional assessment requirements</b>	N/A

<b>Grading system</b>	Achieved/Not Yet Achieved
<b>How long will it take to complete?</b>	The Award, Certificate and Diploma can usually be completed in one year when taken as part of Foundation Learning or in less than one year if taken as standalone qualifications.
<b>Entry requirements/recommendations</b>	Learners should be at least 14 years old. We do not set any other entry requirements but Centres may have their own guidelines.
<b>About this qualification</b>	This is a regulated qualification. The regulated number for this qualification is 500/1015/9.

## Qualifications introduction and purpose

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

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

- the value of a healthy lifestyle and diet
- communication and learning
- aspects of play
- the importance of building children's confidence
- human lifespan from birth to the elderly.

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

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

They are aimed at a range of learners, including young people needing to develop life skills as well as those who are thinking of working in childcare. They are also suitable for parents who wish to develop parenting skills, mature learners with special educational needs, or where English is an additional language (please note; English as an additional language (EAL) is not an indication of a special educational need (SEN) unless accompanied by one).

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

These qualifications:

- are suitable for 14-19 year olds as well as adults and those who have English as an Additional Language (EAL) (please note; English as an additional language (EAL) is not an indication of a special educational need (SEN) unless accompanied by one)
- are designed to stimulate interest and encourage the learners' understanding of the skills required to care for children
- support the learner in preparing for the "next steps" either in training or moving towards the world of work
- will signpost to Statutory Frameworks and Guidance.

Unit certificates can be claimed for all achieved units.

## Rules of combination

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

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

Qualifications		
Rules of combination for the Award	Rules of combination for the Certificate	Rules of Combination for the Diploma
<ul style="list-style-type: none"> <li>learners must achieve a minimum of 10 credits for the Award</li> <li>6 or more credits must be achieved from Group A</li> <li>a further 4 credits must be achieved from either Group A or Group B.</li> </ul>	<ul style="list-style-type: none"> <li>learners must achieve a minimum of 26 credits for the Certificate</li> <li>14 or more credits must be achieved from Group A</li> <li>a further 12 credits must be achieved from either Group A or Group B.</li> </ul>	<ul style="list-style-type: none"> <li>learners must achieve a minimum of 37 credits for the Diploma</li> <li>25 or more credits must be achieved from Group A</li> <li>a further 12 credits must be achieved from either Group A or Group B</li> </ul>

These qualifications also have some common units with the Entry Level Award and Certificate in Caring for a Child/Children (Entry 3), Entry Level Award and Certificate in Personal and Social Development (Entry 3) and the Level 1 Award and Certificate in Personal and Social Development. This enables credits and learning to be transferred between all the qualifications in line with the given rules of combination.



## Rules of progression

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

### **Progression from Entry Level 3 to Level 1**

If the following units have been achieved as part of the Entry Level 3 Award and Certificate in Caring for a Child/Children, the credits can be counted towards the Level 1 Award / Certificate / Diploma in Caring for Children:

- respecting and valuing children
- children's play and leisure activities in the community
- confidence building for the young child through play
- listening to and talking with a young child.

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

### **Progression from Award to Certificate**

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

For example:

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

### **Progression from Certificate to Diploma**

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

For example:

If a learner has achieved 14 credits from Group A for the Level 1 Certificate in Caring for Children a further 11 credits will need to be achieved from Group A for the Level 1 Diploma in Caring for Children. A further 12 credits will need to be achieved from the remaining units from either Group A or Group B.

## **Progression from Diploma to Level 2**

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

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

## **Section 3: Units**

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

## Unit achievement log

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

This table shows all the units that can be taken in these qualifications. You may choose any units from the list below to make up the required credit for your chosen qualification. All units are optional. There are no mandatory units.

Unit number	Unit reference	Unit Title	Unit Type	Level	Credit	GL	Page	Notes (for your own use)
<b>Group A</b>								
CFC 13	Y/601/0109	Sharing learning experiences with children	VOC	1	4	36	35	
CFC 14	F/601/3408	Growth and development of young children	VOC	1	2	18	41	
CFC 15	A/601/3407	Human growth and development	VOC	1	2	18	45	
CFC 9	M/601/0116	Respecting and valuing children	VOC	1	2	18	51	
CFC 10	T/601/0117	Children's-- play and leisure activities in the community	VOC	1	3	27	55	
CFC 16	L/601/0110	Preparing for your next steps	VOC / PSD	1	4	36	61	

Unit number	Unit reference	Unit Title	Unit Type	Level	Credit	GL	Page	Notes (for your own use)
CFC 17	J/601/3409	Supporting babies to play	VOC / PSD	1	3	27	67	
CFC 21	D/602/2388	Science activities for young children	VOC	1	3	27	73	
CFC 22	R/602/2386	Technology activities for young children	VOC	1	2	18	79	
CFC 23	D/602/2391	Musical activities for young children	VOC	1	2	18	83	
CFC 24	H/602/2389	Practical health and safety when with young children	VOC	1	3	27	89	
CFC 25	J/602/2384	Finding out about Forest Schools	VOC	1	3	27	95	
CFC 26	M/602/2900	Craft activities for young children	VOC	1	3	27	99	
CFC 27	A/504/0211	Understanding learning and development through play	VOC	1	3	27	105	
** TDA 2.2	K/601/3323	Safeguarding the welfare of children and young people	VOC	2	3	20	111	

Unit number	Unit reference	Unit Title	Unit Type	Level	Credit	GL	Page	Notes (for your own use)
CFC 18	T/600/3250	Investigating a vocational area	PSD	2	2	16	117	
CFC 19	A/600/3735	Self-development	PSD	2	3	24	121	
<b>Group B</b>								
HL 1	F/502/0476	Healthy living	PSD	1	2	20	129	
CFC 20	R/601/0108	Healthy eating for families	PSD	1	4	36	133	
CFC 1	T/601/3406	Confidence building for the young child through play	VOC	EL3	3	30	139	
CFC 2	F/601/0119	Listening to and talking with a young child	VOC	EL3	3	30	145	

\*\* This unit is only available for the Diploma

## Unit layout

For each unit the following material has been provided:

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

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

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



**Explanation of terms used at Level 1:  
(not all verbs are used in these qualifications)**

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of...)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
List	Make a list of words, sentences or comments.
Locate	Find or identify.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.



## CFC 13: Sharing learning experiences with children

### Your learning

You will study the different ways in which children learn and how they use all their senses in order to learn about the world in which they live. Children learn through play, through experimenting and having fun. This unit will introduce you to the idea that children are learning all the time. They learn at home, in a childcare setting, indoors and outdoors and when they explore their local community. You will explore learning opportunities for children in all of those places.

The assessment for this unit covers all children but assessments 2.1, 2.2 and 2.3 specifically refers to children from 0-5 years 11 months of age.

The other assessment criteria have specific requirements and you must ensure that you check your answers meet all the requirements because you must satisfy all of the assessment criteria to achieve a pass grade.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 13: Sharing learning experiences with children

**Unit reference** Y/601/0109

**Level** 1

**Credit value** 4

**GL** 36

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know how children learn.	1.1. Identify ways that children can learn.		
	1.2. Outline ways that children use their senses to find out about the world.		
	1.3. State the importance of investigation for children's learning.		
2. Know how to use stories and rhymes with young children.	2.1. Identify stories and rhymes for children 0-5 years 11 months.		
	2.2. Identify sensory aid(s) to support children's enjoyment of stories.		
	2.3. State ways to encourage children to take part in stories or rhymes.		
3. Understand that the natural world can	3.1. Identify objects of interest from the natural world.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
support children's learning.	3.2. List natural environments which may be used to extend children's experiences.		
	3.3. Give an example of how outdoor experiences can develop children's curiosity.		
4. Know how the local community can be used to broaden children's experiences.	4.1. List local organisations, services or people that can provide experiences for children.		
	4.2. State the benefits of finding out about the local community for children.		
	4.3. Give examples of ways that local organisations, services or people working in the community can broaden children's experiences.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 13**

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	<ul style="list-style-type: none"><li>1.1. More than 1.</li><li>1.2. Include 4 senses.</li><li>2.1. A minimum of 3 appropriate stories and 3 rhymes with specific age identified.</li><li>3.1. A minimum of 4 objects.</li><li>4.3. A minimum of 3 examples.</li></ul>

## Assessment task – CFC 13 Sharing learning experiences with children

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

### Introduction

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

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

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

### Task 1

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

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

### Task 2

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

Make sure that the stories and rhymes are suitable for children under five years 11 months.

The information must include:

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

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

### Task 3

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

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

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

### Task 4

Produce a leaflet for parents which includes the following information:

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



## CFC 14: Growth and development of young children

### Your learning

You will learn how babies grow and mature. You will study babies and young children from birth to 5 years 11 months. You will discover that there are various factors that can have an effect on a young child's development, some of these factors we can influence (environmental factors/nurture) and some we can't (genetic factors/nature). You will have the opportunity to discuss and plan ways in which you can support children's development so that they have the best possible start in life.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 14: Growth and development of young children

**Unit reference** F/601/3408 **Level** 1

**Credit value** 2 **GL** 18

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know about factors which influence growth and development of children from birth to 5 years 11 months.	1.1. Outline the patterns and stages of growth for children from birth to 5 years 11 months.		
	1.2. Identify factors which influence growth and development from birth to 5 years 11 months.		
	1.3. Outline the importance of diet and exercise for children's growth and development.		
2. Know how to support growth and development of children.	2.1. Identify activities which promote children's physical development.		
	2.2. Outline ways to help children to develop communication and language skills.		
	2.3. Describe ways to encourage children to play socially.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 14**

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

Assessor name:

Signature:

Date:

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

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit  
assessment arrangements

1.2. A minimum of 4 factors.  
2.1. A minimum of 3 activities.

## Assessment task – CFC 14 Growth and development of young children

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

### Introduction

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

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

### Task 1

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

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

### Task 2

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

Include the following information:

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

## CFC 15: Human growth and development

### Your learning

You will learn that growth and development takes place over a period of time from conception, then birth through life until death. You will learn about the different areas of development, and how each development area has an impact on the other. This unit introduces you to the various stages that a human being passes through on their journey through life. There are many different factors and events that have an impact on development; some affect physical development and the way we grow, whereas others might have more of an effect on our social and emotional development. You will have the opportunity to explore some of these factors.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 15: Human growth and development

**Unit reference** A/601/3407

**Level** 1

**Credit value** 2

**GL** 18

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

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know about human growth and development.	1.1. Identify the main stages of growth and development across the human lifespan.		
	1.2. Outline what is meant by physical, intellectual, emotional and social development.		
2. Know factors which affect human growth and development.	2.1. Identify factors which may affect physical growth and development.		
	2.2. Outline circumstances or life events which may affect an individual's emotional and social wellbeing.		
	2.3. Outline the effects of ageing in the later stages of life.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 15**

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

Assessor name:

Signature:

Date:

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

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements

- 1.1. Identify the 5 main stages associated with ages / patterns of development throughout a person's lifetime.
- 2.1. A minimum of 3 factors.
- 2.2. A minimum of 3 circumstances or life events.

## Assessment task – CFC 15 Human growth and development

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

### Introduction

Read the following case study:

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

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

### Task 1

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

Area of development	Meaning
Physical	
Intellectual	
Emotional	
Social	



## Task 2

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

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

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



## CFC 9: Respecting and valuing children

### Your learning

Legislation upholds the rights of children.

This unit is about respecting and valuing children and recognising that they have rights.

You will learn about the different organisations that exist to promote the rights of children and will be asked to list some of them as part of your assessment.

You will study and learn about why it is important to value and respect children and different ways in which adults can show to children that they value and respect them.

In this unit you will learn about how to communicate with children in a way that ensures they feel valued.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 9: Respecting and valuing children

**Unit reference** M/601/0116 **Level** 1

**Credit value** 2 **GL** 18

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

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know how to respect and value children as individuals.	1.1. Give ways to value children as individuals.		
	1.2. State reasons why children need to be respected as individuals.		
2. Understand ways to respect and value children.	2.1. Identify ways to communicate with children to ensure that they feel valued.		
	2.2. Outline behaviour that shows respect and value of children.		
3. Know that children have rights.	3.1. List organisations that promote the rights of children.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 9**

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

Assessor name:

Signature:

Date:

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

## **Assessment task – CFC 9 Respecting and valuing children**

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

### **Introduction**

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

### **Task**

Prepare the following information before your interview:

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

## CFC 10: Children's play and leisure activities in the community

### Your learning

The government is concerned that children are not encouraged to play/take part in leisure activities for long enough each day. In 2004 the Chief Medical Officer in England recommended that: 'All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day. Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least 3 days a week.'

This unit is all about play and leisure activities and how important they are for children's development. You will explore different types of play and leisure activities that are available in your community including those that are aimed at children between the ages of four and sixteen years of age.

You will identify at least four organisations that provide those play/leisure opportunities. Part of your learning will be studying how the various play and leisure activities that you have identified support the different areas of children's development.

You will learn about different ways in which adults can encourage children to play/take part in leisure activities and how they can support all children including those with particular needs or disabilities in play.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 10: Children's play and leisure activities in the community

**Unit reference** T/601/0117 **Level** 1

**Credit value** 3 **GL** 27

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know about play and leisure activities for children in the local community.	1.1. List organisations which provide play and leisure activities in the local community.		
	1.2. Give examples of leisure and play activities for children in the local community.		
2. Know the benefits of play and leisure activities for children.	2.1. State ways that children's development is supported by play and leisure activities in the following areas: <ul style="list-style-type: none"> <li>• physical</li> <li>• social and emotional</li> <li>• language and communications.</li> </ul>		
3. Know the role of adults in supporting play and leisure activities in the	3.1. Outline ways that adults support children in play and leisure activities.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
community.	3.2. Identify factors which may prevent children from taking part in play and leisure activities in the community.		
	3.3. Outline the ways that adults include children with particular needs or disability in play and leisure activities.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 10**

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

Assessor name:

Signature:

Date:

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

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements

- 1.1. A minimum of 4 organisations.
- 1.2. A minimum of 4 examples to include indoor and outdoor activities.
- 3.2. A minimum of 2 factors.

Information about play and leisure activities should include those appropriate for children 4 - 16 years.

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

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

### Introduction

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

Produce a folder which contains the following:

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

### Task 1

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

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

### Task 2

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

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

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

### Task 3

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

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



## CFC 16: Preparing for your next steps

### Your learning

This unit provides you with the opportunity of researching and planning for the next phase of your life. This might be accessing further training, moving on in education or into employment. You will be able to learn about different options suitable for your own unique talents and skills. Preparing for your next steps will enable you to gain experience and knowledge that you will be able to use when you plan for your future career.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 16: Preparing for your next steps

**Unit reference** L/601/0110

**Unit level** 1

**Credit value** 4

**GL** 36

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

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know about personal career goals.	1.1. Investigate potential career goals.		
	1.2. Describe next steps to achieve personal goals.		
	1.3. Identify barriers to achieving personal goals.		
2. Understand opportunities for training and work.	2.1. Identify sources of information for training or employment.		
	2.2. List training opportunities.		
	2.3. Outline employment options.		
3. Know how to prepare for work or training.	3.1. Outline personal skills.		
	3.2. Identify personal information for application forms or CV.		
	3.3. Describe skills and knowledge required for identified career path.		
4. Know about the recruitment process.	4.1. Identify the steps to recruitment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2. Describe the importance of personal preparation for interview.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 16**

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

Assessor name:

Signature:

Date:

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

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements

2.2. A minimum of 2 training opportunities.  
3.1. A minimum of 3 skills.

## Assessment task – CFC 16 Preparing for your next steps

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

### Introduction

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

Prepare a folder which contains the following information.

### Task 1

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

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

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

### Task 2

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

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



### **Task 3**

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

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

### **Task 4**

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

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



## CFC 17: Supporting babies to play

### Your learning

You will study the importance of play and the adult's role in play for babies between the ages of birth to 15 months. You will learn how play can support all areas of a baby's development. Babies have individual needs and their play should be tailored to their needs; you will learn how the individual needs of babies can be supported through play.

You will have the opportunity to research different play activities and the various resources needed to support play for babies from birth to 15 months. It is important to choose suitable activities for the baby's age and stage of development.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 17: Supporting babies to play

**Unit reference** J/601/3409

**Level** 1

**Credit value** 3

**GL** 27

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

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know how babies' development is supported by play.	1.1. State ways that babies' development is supported by play in the following areas: <ul style="list-style-type: none"> <li>physical</li> <li>social and emotional</li> <li>intellectual and language.</li> </ul>		
	1.2. Give examples of how the individual needs of babies can be supported through play.		
2. Know about play activities for babies.	2.1. Identify different play activities and the resources to support play for the following ages: <ul style="list-style-type: none"> <li>babies from birth to 3 months</li> <li>babies from 4 months to 7 months</li> <li>babies from 8 months to 11 months</li> <li>babies from 12 months to 15 months.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. State what the benefits are to babies of each play activity identified.		
3. Know the role of the adult in providing play for babies.	3.1. Identify the adult's role in ensuring that babies can play safely.		
	3.2. Give examples of how adults encourage babies to play.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 17**

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

Assessor name:

Signature:

Date:

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

## Assessment task – CFC 17 Supporting babies to play

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

### Introduction

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

### Task 1

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

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

### Task 2

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

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

Age group of baby	Activities for babies	Resources	Benefit for babies
Birth to 3 months			
4 months to 7 months			
8 months to 11 months			
12 months to 15 months			

### Task 3

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

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





## CFC 21: Science activities for young children

### Your learning

From the moment a child is born they begin to learn by exploring their environment.

This unit will help you to identify naturally occurring activities which relate to aspects of science and development. Through learning about these activities you will learn about the value of science activities for young children. It will help to develop your understanding that learning science can be fun. You will learn how to safely support children and extend their learning through exploration of science activities.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 21: Science activities for young children

**Unit reference** D/602/2388

**Level** 1

**Credit value** 3

**GL** 27

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know science activities suitable for young children.	1.1. List science activities suitable for children aged: <ul style="list-style-type: none"> <li>18 months to 2 years</li> <li>3 years to 5 years 11 months.</li> </ul>		
	1.2. Describe a science activity for each age range.		
2. Know how to set up science activities to support the young child's learning.	2.1. List the resources needed to carry out the science activity for each age range.		
	2.2. Identify the possible health and safety risks for the listed science activities.		
	2.3. Identify the support a child may need when carrying out the science activities previously listed.		
3. Know the learning which young children can gain from science activities.	3.1. Identify what would be the expected learning for the child in each activity listed.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 21**

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

Assessor name:

Signature:

Date:

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

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements

A young child is birth to 5 years 11 months for this unit.

## Assessment task – CFC 21 Science activities for young children

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

### Introduction

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

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

### Task 1

- List science activities suitable for children aged:
  - 18 months to 2 years
  - 3 years to 5 years 11 months.
- Describe a science activity for each age range.
- List the resources needed to carry out the science activity for each age range.
- Identify the possible health and safety risks for the science activities listed.

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

Age	Science activity	Description of activity	Resources needed for activity	Possible health and safety risks
<b>18 months To 2 years</b>				
<b>3 years to 5 years 11 months</b>				

## **Task 2**

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



## CFC 22: Technology activities for young children

### Your learning

Technology forms a major part of life today. Children are able to benefit from technology activities from babyhood. The stimulation these activities give supports children's skills development.

This unit will help you to identify the benefits of technology activities for the young child. It will give you an understanding of these benefits in relation to the child's age and/or development stage.

Through your learning you will find out about the value of technology activities for young children. It will also help to develop your understanding of the expected learning for the child from specific activities.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 22: Technology activities for young children

**Unit reference** R/602/2386 **Level** 1

**Credit value** 2 **GL** 18

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

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know technology toys or activities for young children.	1.1. List technology toys or activities suitable for the following aged children: <ul style="list-style-type: none"> <li>babies under 12 months</li> <li>young children 1 to 2 years</li> <li>young children 3 to 5 years 11 months.</li> </ul>		
	1.2. Identify the benefits for the child for an activity in each age range listed.		
2. Know how technology toys or activities support children's learning and development.	2.1. List the expected learning for the young child from technology toys or activities listed for each age range.		
	2.2. Identify how technology toys and activities support the following development in the young child: <ul style="list-style-type: none"> <li>physical</li> <li>intellectual</li> <li>language.</li> </ul>		



**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 22**

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

Assessor name:

Signature:

Date:

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

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements

A young child is birth to 5 years 11 months for this unit.

Technology activities can be electronic toys, mechanical or computer activities.

## **Assessment task – CFC 22 Technology activities for young children**

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

### **Introduction**

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

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

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

### **Task**

- List technology toys or activities suitable for the following aged children:
  - babies under 12 months
  - young children 1 to 2 years
  - young children 3 to 5 years 11 months.
- Identify the benefits for the child for an activity in each age range.
- List the expected learning for the young child from technology toys or activities listed for each age range.
- Identify how technology toys and activities support the following development in the young child:
  - physical
  - intellectual
  - language.

## CFC 23: Musical activities for young children

### Your learning

Musical activities can come from a wide range of sources. It may be by using the voice, shaking or beating a whole range of different objects or using recorded music to support games and creative ways for children to express themselves. Parts of the body can also be used to create different sounds and different rhythms.

This unit will help you to learn about many fun ways of using music to stimulate a child's senses and how and what children can learn through musical activities. It will also help you to develop an understanding of activities that are suitable for a child's age or their stage of development.

You will also have the opportunity to discover how to make musical games or activities which are fun for the child and valuable for their development.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 23: Musical activities for young children

**Unit reference** D/602/2391

**Level** 1

**Credit value** 2

**GL** 18

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

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the benefits of musical activities for young children.	1.1. List musical activities suitable for the following aged children: <ul style="list-style-type: none"> <li>babies under 6 months</li> <li>young children 1 to 2 years</li> <li>young children 3 to 5 years 11 months.</li> </ul>		
	1.2. Identify the benefits for the child for each activity listed.		
2. Know how to make musical activities or musical games for young children.	2.1. Describe how to make a musical activity or musical game for young children.		
	2.2. Identify the value to young children of chosen musical activity or musical game.		
	2.3. Identify the learning that could take place for young children taking part in chosen musical activity or musical game.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 23**

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

Assessor name:

Signature:

Date:

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

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements

A young child is birth to 5 years 11 months for this unit.

## Assessment task – CFC 23 Musical activities for young children

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

### Introduction

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

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

### Task 1

Produce a booklet which gives the following information:

- List musical activities suitable for the following aged children and their benefits:
  - babies under 6 months
  - young children 1 to 2 years
  - young children 3 to 5 years 11 months.

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

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

## Task 2

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

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

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

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





## CFC 24: Practical health and safety when with young children

### Your learning

Ensuring that the child or children that you are with are kept healthy and safe is important.

This unit will introduce you to a number of aspects of this topic.

In this unit you will look at different aspects of daily life and gain an understanding of how to keep young children safe using the advice that is made available to us.

Following simple instructions or using safety equipment can be vital in the safe care of young children. You will learn about both hazards and safety features and different ways to make sure that young children are safe in different situations.

The learning from this unit will support your own safety as well as when you are with young children.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 24: Practical health and safety when with young children

**Unit reference** H/602/2389

**Level** 1

**Credit value** 3

**GL** 27

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know about health and safety guidelines and instructions.	1.1. Identify health and safety guidance, symbols or instructions on young children's equipment and toys.		
	1.2. Identify health and safety instructions on cleaning materials which may be found in a house.		
	1.3. Identify health and safety rules, guidelines or instructions when taking children out: <ul style="list-style-type: none"> <li>• into the street</li> <li>• to the park.</li> </ul>		
2. Know about health and safety equipment which helps to keep children safe.	2.1. List potential hazards to young children in the home.		
	2.2. Identify safety features to ensure young children stay safe in the home.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Identify safety equipment or controls which help to keep young children safe: <ul style="list-style-type: none"> <li>• when going out for a walk</li> <li>• when in a car</li> <li>• when in a children's playground.</li> </ul>		
3. Know about fire safety when with young children.	3.1. List fire safety equipment that is recommended to be in a house.		
	3.2. List possible fire hazards to young children and adults in a house.		
	3.3. Identify own action to maintain a young child's safety if there was fire in the house.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 24**

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements	A young child is birth to 5 years 11 months for this unit.

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

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

### Introduction

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

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

### Task

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

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

#### Section 1b) Health and Safety Instructions on Cleaning Material

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

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

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

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

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

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

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

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

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

## CFC 25: Finding out about Forest Schools

### Your learning

The term Forest Schools may be new to you. This is a type of school that supports children's learning outside of a formal classroom. This way of learning is becoming very popular when supporting children's learning in the natural environment.

You will have the opportunity to find out about the main features of a Forest School. Also look at different types of outdoor places where children can explore and learn. Health and safety is very important and this unit will help you understand some of these issues.

You will also learn about the benefits of learning in the outdoor environment and how these support children's learning.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 25: Finding out about Forest Schools

**Unit reference** J/602/2384 **Level** 1

**Credit value** 3 **GL** 27

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

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know about Forest Schools.	1.1. Identify the main features of Forest Schools.		
2. Know how to choose an outdoor learning environment.	2.1. List different types of outdoor environments where children can explore.		
	2.2. Describe one chosen outdoor environment where children could learn.		
	2.3. Identify safety issues for children in the chosen environment.		
3. Know how to use the outdoor environment to support learning.	3.1. Describe a project that children can carry out in the chosen outdoor environment.		
	3.2. List learning that could take place in chosen outdoor environment.		
	3.3. Lists skills that children could develop in chosen outdoor environment.		



4. Know the benefits of outdoor learning.	4.1. List benefits to children of learning in the outdoor environment.		
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**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 25**

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

Assessor name:

Signature:

Date:

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

## Assessment task – CFC 25 Finding out about Forest Schools

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

### Introduction

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

You have been asked to find out about Forest Schools.

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

### Task 1

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

### Task 2

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

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

### Task 3

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

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

### Task 4

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

## CFC 26: Craft activities for young children

### Your learning

Craft activities support the all-round development of individual young children.

This unit will give you an opportunity to learn about how these activities benefit the child in supporting their skills and age or stage of development.

You will learn about the risks involved for the young child in relation to health and safety and the things that you may need to put in place to make sure that they are kept safe.

Your learning will help you understand the possible learning that can take place for the young child from craft activities.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 26: Craft activities for young children

**Unit reference** M/602/2900

**Level** 1

**Credit value** 3

**GL** 27

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

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the benefits of craft activities for young children.	1.1. List craft activities suitable for the following aged children: <ul style="list-style-type: none"> <li>babies over 6 months</li> <li>young children 1 to 2 years</li> <li>young children 3 to 5 years 11 months.</li> </ul>		
	1.2. Describe a craft activity for each age range.		
	1.3. Identify the benefits for the young child for each activity described.		
2. Understand health and safety when providing craft activities for young children.	2.1. List aspects of health and safety risks that need to be considered when providing craft activities for young children.		
	2.2. Identify how to deal with the health and safety risks listed in relation to craft activities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Identify the support a young child may need when carrying out craft activities in relation to health and safety.		
3. Know the learning which young children can gain from craft activities.	3.1. Identify what would be the expected learning for the child in each craft activity described.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 26**

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

Assessor name:

Signature:

Date:

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

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements

A young child is birth to 5 years 11 months for this unit.

## **Assessment task – CFC 26 Craft activities for young children**

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

### **Introduction**

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

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

### **Task 1**

- a. Prepare a list of craft activities suitable for the following aged children:
  - babies over 6 months
  - young children 1 to 2 years
  - young children 3 to 5 years 11 months.
- b. Write a description of a craft activity for each age range.
- c. State briefly what the benefits of each activity described are for the young child.
- d. Write what would be the expected learning for the child in each craft activity described in task 1b.

**Task 2**

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

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

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





## CFC 27: Understanding learning and development through play

### Your learning

Play is a very important part of early development and learning. The environment and a positive atmosphere help children to learn.

This unit will give you a chance to explore play, a range of materials, resources and activities that will show you how to value children as individuals. This knowledge will help you to offer each child the things that they need to support their development through play in their early years.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

# CFC 27: Understanding learning and development through play

**Unit reference** A/504/0211

**Unit level** 1

**Credit value** 3

**GL** 27

**Unit aim** This unit will consider the impact of play and activities within a positive environment with regard to learning and development.

<b>Learner name:</b>			<b>Centre no:</b>	
<b>PIN:</b>			<b>ULN:</b>	

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the features of a positive learning environment.	1.1. Identify features of a setting that contribute to a positive learning environment.		
	1.2. State how these features might help children to learn through the use of play activities and strategies.		
2. Understand how play can help children's learning and development.	2.1. Outline ways in which play can help children's learning in each of the following developmental areas: a) physical b) intellectual c) language d) emotional e) social		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand how play activities can avoid stereotyping and discrimination.	3.1. Give an example of stereotyping in play.		
	3.2. Identify how a given set of materials, resources or activities can challenge stereotyping and discrimination.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 27**

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Unit equivalencies

This unit is equivalent to unit R/500/5531  
Understanding play for early learning.

## **Assessment task – CFC 27 Understanding learning and development through play**

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

### **Introduction**

Play is a very important part of early learning. A positive environment with stimulating activities and experiences can help children to learn and develop.

### **Task 1**

To show understanding of how play can be part of young children's daily activities, the local pre-school has asked you to design a poster for them. The poster needs to:

- identify features of a setting that contribute to a positive learning environment
- state how these features might help children to learn through the use of play activities and strategies.

### **Task 2**

Think about some of the activities and experiences children at the pre-school may enjoy.

- Outline how play can help children's learning in each of the following developmental areas:
  - physical
  - intellectual
  - language
  - emotional
  - social.

You may wish to present your information in chart form, similar to the one overleaf:

	<b>Add ways in which play can help children's learning for each listed below</b>
<b>Physical</b>	
<b>Intellectual</b>	
<b>Language</b>	
<b>Emotional</b>	
<b>Social</b>	

### Task 3

All children should be given the opportunity to enjoy meaningful play opportunities which avoid stereotyping. It is a legal requirement to provide materials, resources and activities to challenge discrimination. (The Equality Act 2010).

To show your understanding:

- give an example of stereotyping in play
- identify how a given set of materials, resources or activities can challenge stereotyping and discrimination by promoting inclusion and equality in the early years setting.

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

<b>Description of material, resources or activity</b>	<b>How does it challenge stereotyping</b>	<b>How does it challenge discrimination</b>



## TDA 2.2: Safeguarding the welfare of children and young people

### Your learning

This unit is a level 2 unit and also forms part of the Level 2 Certificate for the Children and Young People's Workforce and the Level 2 Certificate in Supporting Teaching and Learning in Schools.

You will look at the topic of safeguarding. It will include gaining knowledge about the law in relation to safeguarding and the policies and guidelines that help to implement this law.

You will learn about signs and symptoms of childhood illnesses and gain an understanding of when children or young people may require medical attention.

You will also learn about how to respond to concerns which may arise when you are with or working with children or young people.

This unit may help you in making your decision about your career or your next stage of study.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## TDA 2.2: Safeguarding the welfare of children and young people

**Unit reference** K/601/3323

**Level** 2

**Credit value** 3

**GL** 20

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

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety.	1.1. Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety.		
	1.2. Describe the roles of different agencies involved in safeguarding the welfare of children and young people.		
2. Know what to do when children or young people are ill or injured, including emergency procedures.	2.1. Identify the signs and symptoms of common childhood illnesses.		
	2.2. Describe the actions to take when children or young people are ill or injured.		
	2.3. Identify circumstances when children and young people might require urgent medical attention.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4. Describe the actions to take in response to emergency situations including: <ul style="list-style-type: none"> <li>fires</li> <li>security incidents</li> <li>missing children or young people.</li> </ul>		
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied.	3.1. Identify the characteristics of different types of child abuse.		
	3.2. Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies.		
	3.3. Describe actions to take in response to <b>evidence or concerns</b> that a child or young person has been abused, harmed (including self-harm) or bullied, or maybe at risk of harm, abuse or bullying.		
	3.4. Describe the actions to take in response to <b>concerns that a colleague</b> may be: <ul style="list-style-type: none"> <li>failing to comply with safeguarding procedures</li> <li>harming, abusing or bullying a child or young person.</li> </ul>		
	3.5. Describe the principles and boundaries of confidentiality and when to share information.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: TDA 2.2**

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Relationship to occupational standards

STL3: Help to keep children safe (CCLD202).  
SWiS 2.1: Explore and respond to the needs of pupils.  
Introductory training materials:  
Role and context  
ICT.

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements

This unit must be assessed in accordance with the Teaching Agency (formerly Training and Development Agency for Schools (TDA)) assessment principles.

**Evidence or concerns** that a child or young person has been abused, harmed or bullied, or maybe at risk of harm, abuse or bullying includes:

- disclosure
- allegations
- signs and indicators of abuse.

**Concerns about a colleague** should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection.

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

### Assessment requirements specified by a sector or other appropriate body

- Unit needs to be assessed in line with the Teaching Agency (formerly Training and Development Agency for Schools (TDA)) Assessment Principles.

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

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

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

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

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

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

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

- identify the signs and symptoms of common childhood illnesses
- describe the actions to take when children or young people are ill or injured
- identify circumstances when children and young people might require urgent medical attention
- describe the actions to take in response to emergency situations including:
  - fires
  - security incidents
  - missing children or young people.

## CFC 18: Investigating a vocational area

### Your learning

This unit is designed to enable you to research different jobs that you might choose to do within your chosen vocational area, for example childcare, social care or health. You will be able to discover the skills and knowledge that you would need to have in order to apply for those jobs.

For the assessment you will need to complete a skills and knowledge audit to enable you to write an action plan for developing the skills and knowledge for your chosen job role.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 18: Investigating a vocational area

**Unit reference** T/600/3250

**Level** 2

**Credit value** 2

**GL** 16

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

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know how to research a vocational area.	1.1. Explain own reasons for interest in a specific vocational area.		
	1.2. Use relevant sources of information to research a vocational area, and explain what has been learned from each.		
	1.3. Describe three job roles associated with the vocational area.		
	1.4. Describe the skills, knowledge and personal qualities required to perform the job roles identified.		
	1.5. Explain how an individual might show that they meet the job specification for one of the job roles identified.		
2. Know how to develop the skills and knowledge for a chosen job role.	2.1. Assess own current skills, knowledge and personal qualities relevant to the chosen job role.		
	2.2. Assess and prioritise areas for own development.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Prepare an action plan for developing skills and knowledge for the chosen job role.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 18**

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

Assessor name:

Signature:

Date:

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

## Assessment task – CFC 18 Investigating a vocational area

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

### Introduction

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

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

### Task 1

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

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

### Task 2

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

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

### Task 3

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

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



## CFC 19: Self development

### Your learning

This unit is designed to enable you to plan for your future career or learning goals. You will reflect on your achievements, investigate your strengths and acknowledge any possible areas of development. You will have the opportunity to explore different learning styles to discover which style suits you best; this will be useful when you investigate different career or learning pathways that are available to you. You will be able to match the entry requirements with your current achievements and skills. This will enable you to produce an action plan to help you achieve your goals within a realistic time frame.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 19: Self development

**Unit reference** A/600/3735

**Level** 2

**Credit value** 3

**GL** 24

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Recognise the significance of own achievements and interests to own development.	1.1. Describe at least two: <ul style="list-style-type: none"> <li>• achievements and how they were achieved</li> <li>• interests and how they were pursued.</li> </ul>		
	1.2. Describe how each of the above has contributed to own development and current situation.		
2. Recognise own strengths and areas for further development.	2.1. Describe own strengths in relation to skills, qualities and abilities and assess their importance for the future in life, work and training.		
	2.2. Describe own areas for further development and explain why they need to be improved and how they could be improved.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Match own skills, qualities and abilities to the requirements of preferred learning progression destination or career choice.		
3. Understand how a person's learning style influences career and education choices.	3.1. Describe the characteristics of own learning style and how their career/education choices may be influenced by their learning style.		
4. Be able to set personal goals and objectives.	4.1. Identify a range of personal goals, taking into consideration own skills, qualities, abilities and available opportunities.		
	4.2. Describe why the goals are relevant to own current situation and to available opportunities.		
5. Be able to make action plans to achieve personal goals.	5.1. Produce an action plan which: <ul style="list-style-type: none"> <li>identifies and records personal goals which are SMART (Specific, Measurable, Achievable, Realistic, Timed)</li> <li>incorporates a checklist of actions to be taken towards personal goals</li> <li>timetables the actions to be undertaken.</li> </ul>		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 19**

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

Assessor name:

Signature:

Date:

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

## Assessment task – CFC 19 Self development

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

### Introduction

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

Prepare a folder which contains the following information:

### Task 1

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

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

### Task 2

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

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

### Task 3

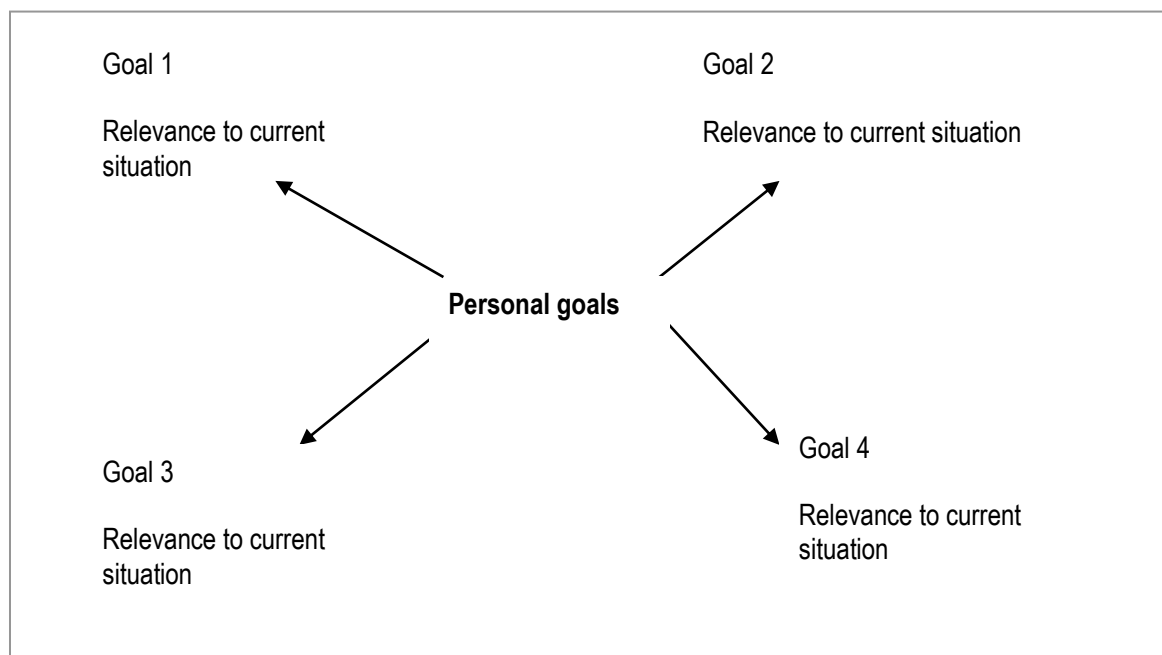
You may choose from the list of assessment methods to produce information about ways that you learn. Include the following:

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

### Task 4

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

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



## Task 5

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

- Specific – clearly stating each goal **and** the actions to be taken towards each goal
- Measurable – a goal which you can identify the progress you have made
- Achievable – a goal which is realistic for your own situation
- Timed – with dates identified of when the actions towards each goal will be taken **and** a date when the goal will be achieved.

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

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





# HL 1: Healthy living

## Your learning

Being healthy is much more than not being ill. You will learn about the benefits of living a healthy lifestyle. A healthy lifestyle includes your diet, your exercise routine, the way you use your leisure time, even how much sleep you get. In short it is the way in which you choose to live your life.

You will be given the opportunity to explore a range of activities that will contribute to living a healthy lifestyle and will carry out some of these as part of your assessment.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

# HL 1: Healthy living

**Unit reference** F/502/0476 **Level** 1

**Credit value** 2 **GL** 20

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of leading a healthy lifestyle.	1.1. Describe the key elements of a healthy lifestyle.		
	1.2. Explain why a healthy lifestyle is important.		
2. Demonstrate how they contribute to own healthy lifestyle.	2.1. Select and carry out activities which contribute to a healthy lifestyle.		
3. Review the activities undertaken to maintain a healthy lifestyle.	3.1. Carry out a review of their activities.		
	3.2. Describe what went well and areas for improvement.		
	3.3. Describe how the activities have improved their lifestyle.		
	3.4. Suggest further activities which could contribute to a healthy lifestyle.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: HL 1**

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

Assessor name:

Signature:

Date:

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

**Guidance for developing assessment arrangements for the unit:**

Unit Assessment guidance –  
provided by the sector

Assessment of the key elements of healthy lifestyle (1.1) should be in relation to diet, personal hygiene, fitness, relationships, alcohol and drugs.

## Assessment task – HL 1 Healthy living

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

### Introduction

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

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

### Task 1

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

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

### Task 2

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

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

### Task 3

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

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

## CFC 20: Healthy eating for families

### Your learning

You will learn that all food is placed into groups which enable us to plan meals that, over a day, provide the correct amount of nutrients to meet our daily needs. This will provide us with a balanced diet. You will learn why it is so important to have a balanced diet and how eating healthily can help to prevent ill health.

Not all people are able to eat the same foods; some are restricted by their faith, belief or customs and others by food allergies or disability. It is important to be aware of these restrictions so that you will know how to plan a balanced diet for people whatever their dietary restrictions are.

Good hygiene is very important, when working with, preparing, serving or eating food. You will learn about the various hazards relating to working with food and how to safeguard against them.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 20: Healthy eating for families

**Unit reference** R/601/0108 **Level** 1

**Credit value** 4 **GL** 36

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the importance of a balanced diet.	1.1. List the main food groups.		
	1.2. State what is meant by a balanced diet.		
	1.3. State the effects of a balanced diet on health.		
2. Know about good eating habits for families.	2.1. Outline the importance of family mealtimes.		
	2.2. Describe ways to encourage children to eat healthily.		
	2.3. Identify a healthy meal for children.		
3. Know special food requirements for groups and individuals.	3.1. Identify food restrictions for religious groups.		
	3.2. Outline special dietary requirements.		
	3.3. Identify food allergies.		
4. Know how to handle and store food safely.	4.1. Give reasons for hand washing before food preparation.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2. State hazards of poor food storage and preparation.		
	4.3. Identify ways to prevent cross contamination of food.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 20**

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

Assessor name:

Signature:

Date:

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

**Guidance for developing assessment arrangements for the unit:**

Guidance for developing unit assessment arrangements

- 1.1. Include the 5 main food groups.
- 3.1. Include 4 religions.
- 3.3. Minimum of 3 food allergies.
- 4.2. Minimum of 2 hazards.
- 4.3. Minimum of 3 ways to prevent cross contamination of food.

## Assessment task – CFC 20 Healthy eating for families

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

### Introduction

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

### Task 1

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

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

### Task 2

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

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

### Task 3

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

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

You may use pictures or drawings to illustrate your work.



#### Task 4

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

Include the following:

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



## CFC 1: Confidence building for the young child through play

### Your learning

The emphasis of this particular unit is on how playing can help build young children's confidence so that they become confident in their ability to do things.

You will learn how becoming confident helps a young child to develop a positive self-esteem.

You will explore ways in which adults can support young children in their play without dictating how the young child should play.

Young children can participate in different activities and you will see how activities can be carried out to help them to express their feelings freely.

Remember that the activities described for your assessment must be suitable for young children under the age of five years 11 months.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 1: Confidence building for the young child through play

**Unit reference** T/601/3406 **Level** Entry Level 3

**Credit value** 3 **GL** 30

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

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the support a young child needs to gain confidence through play.	1.1. List play activities that would help build a child's confidence.		
	1.2. Outline the support that the child may need whilst gaining confidence in an activity.		
2. Know how to encourage a young child to express their feelings through play.	2.1. Give an example of an activity that will support a child to express their feelings.		
	2.2. Identify how interaction can help to build a child's self-esteem.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 1**

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

Assessor name:

Signature:

Date:

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

**Guidance for developing assessment arrangements for the unit:**

Unit Assessment guidance –  
provided by the sector

A young child is designated as a child from  
birth to 5 years 11 months.

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

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

### Introduction

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

**Task 1** links to assessment criteria 1.1 and 1.2.

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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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

1. \_\_\_\_\_

\_\_\_\_\_

**Task 2** links to assessment criteria 2.1 and 2.2.

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

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

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





## CFC 2: Listening to and talking with a young child

### Your learning

You will explore a range of communication skills looking at verbal and non-verbal communication. This unit is all about communicating with young children under the age of five years 11 months so once you have demonstrated that you understand the importance of listening actively and talking clearly you will begin to study how babies and young children communicate in different ways.

There are lots of ways that you can help babies and young children develop effective communication skills. Part of this unit is exploring the activities that you could use with babies and with older children up to the age of five years 11 months. The activities you choose to list for your assessment must be suitable for a two year old child.

**To achieve this unit you must provide evidence to show that you have met all assessment criteria.**

## CFC 2: Listening to and talking with a young child

**Unit reference** F/601/0119 **Level** Entry Level 3

**Credit value** 3 **GL** 30

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

**Learner name:**

**Centre no:**

**PIN:**

**ULN:**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know skills for communicating with a young child.	1.1. State ways an adult can be responsive when listening to a young child.		
	1.2. Give an example of active listening.		
2. Understand activities that will develop a child's talking and listening skills.	2.1. List activities for listening to and talking with a 2 year old child.		
	2.2. Identify the role of the adult in these activities.		
	2.3. State the active part taken by the child in each of these activities.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CFC 2**

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

Assessor name:

Signature:

Date:

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

**Guidance for developing assessment arrangements for the unit:**

Unit Assessment guidance – provided by the sector	A young child is designated as a child from birth to 5 years 11 months.
Additional guidance	<p>This unit is concerned with effective communication and learners should explore:</p> <ul style="list-style-type: none"> <li>• language development and the role of the adult</li> <li>• activities to stimulate language development</li> <li>• verbal and non-verbal communication</li> </ul> <p>Effective communication with young children- strategies to promote communication</p>

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

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

### Introduction

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

**Task 1** links to assessment criteria 1.1 and 1.2.

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_

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

Complete the following table with:

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

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



## **Section 4: Assessment and quality assurance information**

## Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your External Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Ref	Assessment method	Assessing competence/ skills	Assessing knowledge/ understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us	No	Yes
N	Oral questions and answers	Yes	Yes



## Assessment strategies and principles relevant to these qualifications

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in these qualifications are summarised below. More detailed strategies or principles can be found in the “*Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance*”.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

## **Staffing requirements**

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

### **Assessors and Internal Quality Assurance**

Staff involved in the Assessment and Internal Quality Assurance of these qualifications must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

## Assessment Strategy

### Knowledge learning outcomes

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

### Competence/Skills learning outcomes

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



## Section 5: Documents



### Useful documents

This section refers to useful documents that can be found in the members area of [www.qualhub.co.uk](http://www.qualhub.co.uk), some of which may assist with the delivery of this qualification.

Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

### Mandatory documents

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

Evidence Record  
Record of Assessment Cycle

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

Completing the Evidence Record  
Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on [www.qualhub.co.uk](http://www.qualhub.co.uk).

### Resources

The resources and materials used in the delivery of these qualifications, must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

### Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit:

[www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations](http://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations)

### **Resource requirements**

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.