

Pearson BTEC Entry Level Award in Caring for Children (Entry 3)

Pearson BTEC Level 1 Award/Certificate/ Diploma in Caring for Children

Specification

First teaching September 2010

Amended specification for first teaching September 2013

Issue 8: June 2016

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

These qualifications were previously entitled:

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

Pearson BTEC Level 1 Award in Caring for Children (QCF)

Pearson BTEC Level 1 Certificate in Caring for Children (QCF)

Pearson BTEC Level 1 Diploma in Caring for Children (QCF)

The QNs remain unchanged.

This specification is Issue 8. Key changes are listed in the summary table on next page. We will inform centres of any changes to this issue. The latest issue can be found on our website: www.pearson.com

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

ISBN 9781446933688

All the material in this publication is copyright
© Pearson Education Limited 2016

Summary of Pearson BTEC Entry Level Award in Caring for Children/ Pearson BTEC Level 1 Award/Certificate/Diploma in Caring for Children specification Issue 8 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 6
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

1	Introducing Pearson BTEC Specialist qualifications	1
	What are Pearson BTEC Specialist qualifications?	1
	Sizes of Specialist qualifications	1
2	Qualification summary and key information	2
	Qualification title and Qualification Number	4
	Objective of the qualifications	4
	Progression opportunities through Pearson Entry 3 and Level 1 qualifications	5
3	Centre resource requirements	6
	General resource requirements	6
	Specific resource requirements	7
4	Qualification structures	10
	Pearson BTEC Entry Level Award in Caring for Children (Entry Level 3)	10
	Pearson BTEC Level 1 Award in Caring for Children	11
	Pearson BTEC Level 1 Certificate in Caring for Children	13
	Pearson BTEC Level 1 Diploma in Caring for Children	15
5	Assessment	17
6	Recognising prior learning and achievement	18
	Recognition of Prior Learning	18
7	Centre recognition and approval	19
	Approvals agreement	19
8	Quality assurance of centres	20
9	Programme delivery	21
10	Access and recruitment	22
11	Access to qualifications for learners with disabilities or specific needs	23
12	Units	24
	Unit title	24
	Unit reference number	24
	Level	24
	Credit value	24
	Guided learning hours	24

Unit aim	24
Unit introduction	24
Essential resources	24
Learning outcomes	25
Unit amplification	25
Unit amplification	25
Information for tutors	25
Unit 1: Alternatives to Paid Work	26
Unit 2: Individual Rights and Responsibilities	31
Unit 3: Self-assessment	35
Unit 4: Communication between Children aged 0-3 Years and Adults	39
Unit 5: Planning for the Physical Care Needs of Children aged 0–3 Years	47
Unit 6: Respecting Children	53
Unit 7: Communication Skills with Children	58
Unit 8: Planning for the Physical and Emotional Care Needs of Children	64
Unit 9: Encouraging Children to Eat Healthily	72
Unit 10: Keeping Children Safe	79
Unit 11: Valuing Children as Individuals	87
Unit 12: Children’s Learning through Everyday Experiences	93
Unit 13: Physical Activities for Children	100
Unit 14: Learning Experiences for Young Children	106
Unit 15: Engaging Children in a Group Activity	112
Unit 16: Supporting the Use of IT with Children	118
Unit 17: Creative Activities for Young Children	124
Unit 18: Musical Experiences for Children	130
Unit 19: Books, Stories, Poems and Rhymes for Children	136
Unit 20: Carrying out an Individual Project	143
Unit 21: Working in a Team	149
Unit 22: Alternatives to Paid Work	154
Unit 23: Managing Your Own Money	159
Unit 24: Self-assessment	164

13 Further information and useful publications 169

14 Professional development and training	170
Annexe A	171
Mapping to Functional Skills	171

Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualifications' objective
- any other qualifications which a learner must have completed before taking the qualifications
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualifications
- units that a learner must have completed before the qualifications will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualifications will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualifications (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing Pearson BTEC Specialist qualifications

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. BTECs also provide progression routes to the next stage of education or to employment.

What are Pearson BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Entry Level Award in Caring for Children (Entry 3)
Qualification Number (QN)	500/6589/0
Date registrations can be made	1st September 2009
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
Guided learning hours	50
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Edexcel Access and Recruitment Policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Pearson BTEC Level 1 Award in Caring for Children
Qualification Number (QN)	500/6137/9
Date registrations can be made	1st September 2009
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	7
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	70
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Pearson BTEC Level 1 Certificate in Caring for Children
Qualification Number (QN)	500/6139/2
Date registrations can be made	1st September 2009
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	13
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	130
Guided learning hours	100
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Pearson BTEC Level 1 Diploma in Caring for Children
Qualification Number (QN)	500/6672/9
Date registrations can be made	1 st September 2009
Age range that the qualification is approved for	14–16 16–18 19+
Credit value	37
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	370
Guided learning hours	280
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Edexcel Access and Recruitment Policy (see <i>Section 10, Access and recruitment</i>)

Qualification title and Qualification Number

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Edexcel Information Manual* on our website, www.qualifications.pearson.com

Objective of the qualifications

The Pearson BTEC Entry Level Award and Pearson BTEC Level 1 Award, Certificate and Diploma in Caring for Children have been developed to give learners the opportunity to:

- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Entry or Level 1 vocationally-related qualification
- progress to related general and/or vocational qualifications.
- ultimately progress to employment in the childcare sector

The 6-credit Pearson BTEC Entry Level Award (Entry 3) offers a 'taster' qualification that focuses on the personal qualities and skills that are required for a particular vocational sector.

The 7-credit Pearson BTEC Level 1 Award is an introduction to the skills, qualities and knowledge that may be required for a particular vocational sector.

The 13-credit Pearson BTEC Level 1 Certificate extends the work-related focus of the Pearson BTEC Level 1 Award and covers some of the knowledge and practical skills required for a particular vocational sector.

The Pearson BTEC Level 1 Certificate offers an engaging programme for those who are clear about the vocational area that they wish to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson BTEC Level 1 Certificate can extend their vocational knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

The 37-credit Pearson BTEC Level 1 Diploma extends the work-related focus of the Pearson BTEC Level 1 Certificate. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

Progression opportunities through Pearson Entry 3 and Level 1 qualifications

Pearson BTEC Entry 3 and Level 1 qualifications are designed to enhance learners' work and life skills in a range of vocational contexts. They are appropriate for a diverse range of learners including:

- 14–19 year-old learners
- adults returning to study
- those seeking to develop greater independence
- those who have not yet achieved accredited qualifications
- those with specific learning needs.

The intended destinations for learners successfully achieving these qualifications include:

- GCSEs and/or A Levels
- Level 2 vocational qualifications such as the Pearson BTEC First Award, Certificate, Extended Certificate or Diploma in Children's Play, Learning and Development
- supported employment
- independent living.

3 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

General resource requirements

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

Specific resource requirements

As well as the general requirements on page 6, there are specific resource requirements that centres must meet.

Unit	Resources required
Unit 1: Alternatives to Paid Work	Learners need access to appropriate sources of information on alternatives to paid work, for example websites, community noticeboards, magazines, newspapers, representatives of organisations and societies.
Unit 2: Individual Rights and Responsibilities	Learners will need access to appropriate resources explaining human rights, children's rights and legal rights.
Unit 9: Encouraging Children to Eat Healthily	Resources for learners to implement activities or experiences to encourage children to eat healthily will be required. If resources are not available, learners may be able to complete some of this unit in a practical work setting.
Unit 13: Physical Activities for Children	Learners will need access to the equipment and resources required for different types of physical activity.
Unit 14: Learning Experiences for Young Children	<p>A range of different resources is required for this unit, for example access to musical instruments, different types of table-top games, outdoor equipment. If equipment is not available, learners may be able to complete this unit in a practical work setting.</p> <p>Alternatively, learners may visit settings to observe the different types of equipment being used with children aged 0–3 and 3–5 years.</p>
Unit 16: Supporting the Use of IT with Children	Learners will need access to IT facilities, and to a range of hardware and software suitable for children aged 3–5. They will also need access to the internet to research children's websites.
Unit 17: Creative Activities for Young Children	Learners will need access to a variety of creative activities suitable for young children.
Unit 18: Musical Experiences for Young Children	Learners must have access to a range of musical instruments and resources that may be used with young children, for example chime bars, xylophone, tambours, tambourines.

Unit 19: Books, Stories, Poems and Rhymes for Children	Learners will need access to a range of books, stories, rhymes and poems suitable for children aged 0–3 and 3–5 years, and also suitable resources for use when reading stories, poems and rhymes to children.
Unit 22: Alternatives to Paid Work	Learners will need access to appropriate sources of information on alternatives to paid work such as websites, community noticeboards, magazines, newspapers, representatives of organisations and societies.
Unit 23: Managing Your Own Money	Learners will need access to information relating to banks, building societies and other financial institutions.

4 Qualification structures

Pearson BTEC Entry Level Award in Caring for Children (Entry Level 3)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification.	6
--	---

Minimum number of credits required from Group 1.	3
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
Group 1					
4	H/502/3371	Communication between Children aged 0–3 Years and Adults	Entry 3	3	30
5	K/502/3372	Planning for the Physical Care Needs of Children aged 0–3 Years	Entry 3	3	30
6	D/504/9175	Respecting Children	Entry 3	3	30
Group 2					
1	K/503/3187	Alternatives to Paid Work	Entry 3	1	10
2	A/502/0458	Individual Rights and Responsibilities	Entry 3	1	10
3	L/503/2811	Self-assessment	Entry 3	1	10

Pearson BTEC Level 1 Award in Caring for Children

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification.	7
Minimum number of credits required from Group 1.	4
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
Group 1					
7	A/502/3375	Communication Skills with Children	1	4	30
8	T/502/3374	Planning for the Physical and Emotional Care Needs of Children	1	4	30
9	F/502/3376	Encouraging Children to Eat Healthily	1	4	30
10	J/502/3377	Keeping Children Safe	1	4	30
11	L/502/3378	Valuing Children as Individuals	1	4	30
12	R/502/3379	Children's Learning through Everyday Experiences	1	4	30
13	R/502/3382	Physical Activities for Children	1	4	30
14	Y/502/3383	Learning Experiences for Young Children	1	4	30
15	J/502/3380	Engaging Children in a Group Activity	1	4	30
16	D/502/3384	Supporting the Use of IT with Children	1	4	30
17	H/502/3385	Creative Activities for Young Children	1	4	30
18	K/502/3386	Musical Experiences for Children	1	4	30
19	M/502/3387	Books, Stories, Poems and Rhymes for Children	1	4	30
Group 2					
1	K/503/3187	Alternatives to Paid Work*	Entry 3	1	10
2	A/502/0458	Individual Rights and Responsibilities	Entry 3	1	10
3	L/503/2811	Self-assessment*	Entry 3	1	10

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
4	H/502/3371	Communication between Children aged 0–3 Years and Adults*	Entry 3	3	30
5	K/502/3372	Planning for the Physical Care Needs of Children aged 0–3 Years	Entry 3	3	30
6	D/504/9175	Respecting Children	Entry 3	3	30
20	K/504/9146	Carrying Out An Individual Project	1	3	30
21	R/503/2843	Working in a Team	1	3	30
22	R/503/2860	Alternatives to Paid Work*	2	1	10
23	D/503/2862	Managing Your Own Money	2	2	20
24	F/503/2868	Self-assessment*	2	2	20

* Barred combinations:

Learners may take either Unit 1 or Unit 22, they cannot take both.

Learners may take either Unit 3 or Unit 24, they cannot take both.

Pearson BTEC Level 1 Certificate in Caring for Children

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification.	13
Minimum number of credits required from Group 1.	8
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
Group 1					
7	A/502/3375	Communication Skills with Children	1	4	30
8	T/502/3374	Planning for the Physical and Emotional Care Needs of Children	1	4	30
9	F/502/3376	Encouraging Children to Eat Healthily	1	4	30
10	J/502/3377	Keeping Children Safe	1	4	30
11	L/502/3378	Valuing Children as Individuals	1	4	30
12	R/502/3379	Children's Learning through Everyday Experiences	1	4	30
13	R/502/3382	Physical Activities for Children	1	4	30
14	Y/502/3383	Learning Experiences for Young Children	1	4	30
15	J/502/3380	Engaging Children in a Group Activity	1	4	30
16	D/502/3384	Supporting the Use of IT with Children	1	4	30
17	H/502/3385	Creative Activities for Young Children	1	4	30
18	K/502/3386	Musical Experiences for Children	1	4	30
19	M/502/3387	Books, Stories, Poems and Rhymes for Children	1	4	30

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
Group 2					
1	K/503/3187	Alternatives to Paid Work*	Entry 3	1	10
2	A/502/0458	Individual Rights and Responsibilities	Entry 3	1	10
3	L/503/2811	Self-Assessment*	Entry 3	1	10
4	H/502/3371	Communication between Children aged 0–3 Years and Adults*	Entry 3	3	30
5	K/502/3372	Planning for the Physical Care Needs of Children aged 0–3 Years	Entry 3	3	30
6	D/504/9175	Respecting Children	Entry 3	3	30
20	K/504/9146	Carrying Out an Individual Project	1	3	30
21	R/503/2843	Working in a Team	1	3	30
22	R/503/2860	Alternatives to Paid Work*	2	1	10
23	D/503/2862	Managing Your Own Money	2	2	20
24	F/503/2868	Self-assessment*	2	2	20

* Barred combinations:

Learners may take either Unit 1 or Unit 22, they cannot take both.

Learners may take either Unit 3 or Unit 24, they cannot take both.

Pearson BTEC Level 1 Diploma in Caring for Children

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits required to achieve the qualification.	37
Minimum number of credits required from Group 1.	20
Remaining credits required to achieve the qualification can be taken from Groups 1 or 2.	

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
Group 1					
7	A/502/3375	Communication Skills with Children	1	4	30
8	T/502/3374	Planning for the Physical and Emotional Care Needs of Children	1	4	30
9	F/502/3376	Encouraging Children to Eat Healthily	1	4	30
10	J/502/3377	Keeping Children Safe	1	4	30
11	L/502/3378	Valuing Children as Individuals	1	4	30
12	R/502/3379	Children's Learning through Everyday Experiences	1	4	30
13	R/502/3382	Physical Activities for Children	1	4	30
14	Y/502/3383	Learning Experiences for Young Children	1	4	30
15	J/502/3380	Engaging Children in a Group Activity	1	4	30
16	D/502/3384	Supporting the Use of IT with Children	1	4	30
17	H/502/3385	Creative Activities for Young Children	1	4	30
18	K/502/3386	Musical Experiences for Children	1	4	30
19	M/502/3387	Books, Stories, Poems and Rhymes for Children	1	4	30

Unit	Unit reference number	Units	Level	Credit	Guided learning hours
Group 2					
1	K/503/3187	Alternatives to Paid Work*	Entry 3	1	10
2	A/502/0458	Individual Rights and Responsibilities	Entry 3	1	10
3	L/503/2811	Self-assessment*	Entry 3	1	10
4	H/502/3371	Communication between Children aged 0–3 Years and Adults*	Entry 3	3	30
5	K/502/3372	Planning for the Physical Care Needs of Children aged 0–3 Years	Entry 3	3	30
6	D/504/9175	Respecting Children	Entry 3	3	30
20	K/504/9146	Carrying Out an Individual Project	1	3	30
21	R/503/2843	Working in a Team	1	3	30
22	R/503/2860	Alternatives to Paid Work*	2	1	10
23	D/503/2862	Managing Your Own Money	2	2	20
24	F/503/2868	Self-assessment*	2	2	20

* Barred combinations:

Learners may take either Unit 1 or Unit 22, they cannot take both.

Learners may take either Unit 3 or Unit 24, they cannot take both.

5 Assessment

The table below summarises the assessment methods used in the qualifications.

Units	Assessment methods
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. See *Section 13, Further information and useful publications*.

6 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on the Pearson website.

7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete an *Edexcel Vocational Centre & Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Pearson centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate a Standards Verifier annually to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation is up to date and current.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11, Access to qualifications for learners with disabilities or specific needs*.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *Equality Policy* requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

The documents are on our website at www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Unit amplification

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following sub-sections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Alternatives to Paid Work

Unit reference number: K/503/3187

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

This unit aims to increase learners' knowledge of alternatives to paid work and how they may benefit from participating in these activities.

Unit introduction

There are numerous examples of positive alternatives to paid work which benefit individuals, families and communities. The aim of this unit is to teach learners about the variety of alternatives to paid work and how they can provide skills and qualities that are of personal benefit. Learners will find out about local organisations that provide opportunities, support or information for people who are already involved in alternatives to paid work or who wish to get involved in alternatives to paid work.

Essential resources

Learners need access to appropriate sources of information on alternatives to paid work, for example websites, community noticeboards, magazines, newspapers, representatives of organisations and societies.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know different alternatives to paid work	1.1	Identify alternatives to paid work	<ul style="list-style-type: none"> □ <i>Alternatives to paid work:</i> leisure activities e.g. playing sport, keeping fit, reading; voluntary work e.g. shopping for an elderly neighbour, caring for a family member with a disability; study or training e.g. full- or part-time course at college; compulsory order e.g. community service order
		1.2	Identify local organisations associated with alternatives to paid work	<ul style="list-style-type: none"> □ <i>Organisations which provide information and opportunities for alternatives to paid work:</i> local organisations e.g. sports clubs, local council, charity shops, animal shelters, community associations, libraries, places of worship; advisory and support groups e.g. Carers UK, Gingerbread, Age UK, NCT (National Childbirth Trust), Mencap, Scope, faith-based organisations; educational organisations e.g. further education colleges, Adult Learning Centres, learndirect, Community Service Volunteers (CSV)

Learning outcomes		Assessment criteria		Unit amplification
2	Know the benefits that individuals can gain from taking part in alternatives to paid work	2.1	Identify the skills and qualities gained from participating in alternatives to paid work	<ul style="list-style-type: none"> □ <i>Skills and qualities:</i> gain new skills/abilities or gain higher level of skills/abilities e.g. learn how to use a till in a charity shop, achieve a qualification, learn how to care for a person with a disability, home management skills, time management skills, managing people, managing finances; gain qualities e.g. confidence, patience, empathy, determination, perseverance, punctuality, dependability, flexibility, loyalty
		2.2	Identify how the skills and qualities gained from participating in alternatives to paid work may be of personal benefit to the individual	<ul style="list-style-type: none"> □ <i>Personal benefits:</i> e.g. sense of achievement, sense of satisfaction or enjoyment, sense of wellbeing, improved physical fitness, meet new people, improve job prospects, gain reference for future employment, encourage further study, reduce stress levels

Delivery

This unit can be used in a variety of contexts. Delivery will depend on the particular context of the learner but may include learners already or previously involved in alternatives to paid work, as well as learners with no current or previous involvement in alternatives to paid work. Delivery, therefore, could be centred on using the learner or another individual as a case study.

The contexts could include the following:

- home makers
- home carers looking after, for example, young children or ill relatives
- learners considering a gap year
- leisure activities
- further study
- returners to work
- volunteering and/or community service.

Tutors could use a wide range of delivery methods including presentations, seminars, practical workshops, external trips and guest speakers. Additional learning resources could include journals, videos, DVDs, case studies, learner presentations and group work. As many practical activities as possible should be included to help learners relate to the content of the unit.

Speakers from organisations that provide information about alternatives to paid work could be invited to talk to the group about the options available. They could talk about the skills and qualities which people have gained from the experience. Learners may refer to their own experiences, which will make the content of the unit relevant to them. Learners could also be encouraged to ask friends, relatives and colleagues about their involvement in alternatives to paid work.

Web pages of the local council and further education colleges may be a good source of information about organisations associated with alternatives to paid work. Learners could be encouraged to find out about local organisations by visiting resources such as the local library and charity shops. Learners could report back to the rest of the group about the information they have found.

For learning outcome 2, learners could be given a case study of a person who has participated in an alternative to paid work. Learners could work in groups to determine what skills and qualities the person gained from the experience and which of these skills and qualities would be of particular benefit to the individual. Tutorial discussions could also be used for this purpose. Alternatively, where confidentiality requirements can be met, learners may use their own past or current experiences of participating in alternatives to paid work as a case study.

Assessment

To achieve 1.1, learners must identify three alternatives to paid work. They may participate in a discussion to identify the alternatives to paid work which could be recorded by the tutor for verification purposes. Alternatively, learners could present the information as a factsheet for other learners and include the information required for 1.2 about local organisations.

For 1.2, learners need to identify at least three organisations associated with positive alternatives to paid work. They must also identify how they found out about the organisations. They need to use more than one method to demonstrate their research skills. For example, they may use the internet, telephone, newspapers, newsletters, books or leaflets.

To achieve 2.1, learners need to identify skills and qualities gained from participating in activities associated with alternatives to paid work. Learners may identify skills and qualities gained from participating in one or more examples of alternatives to paid work. At least two skills or qualities need to be identified in total.

To achieve 2.2, learners must identify at least two ways in which the skills and qualities gained from participating in alternatives to paid work (as identified in 2.1) may be of personal benefit to the participant. Learners must show a basic understanding of how the skills or qualities gained will improve, enhance or benefit the participant's life, either directly or indirectly.

For 2.1 and 2.2, a statement could be completed by the tutor, following a tutorial, to verify that the learner has achieved these criteria.

Suggested resources

Websites

www.carersuk.org	Carers UK
www.dofe.org	The Duke of Edinburgh's Award
www.gapyear.com	Gap year – advice on back-packing and travelling
www.gov.uk/volunteering	Government website – guide to volunteers' rights, expenses and placements
www.learndirect.co.uk	Learndirect – advice on courses and qualifications
www.princes-trust.org.uk	The Princes Trust
www.yearoutgroup.org	The Year Out Group

Unit 2:

Individual Rights and Responsibilities

Unit reference number: A/502/0458

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to raise the learner's awareness of their rights and responsibilities as an individual.

Unit introduction

This unit aims to help learners understand individual rights and responsibilities relevant to them. It is important that individuals know what their rights are, both as human beings and as citizens of their country, to be able to exercise those rights effectively and respect the rights of others. In order to function in society learners also need to recognise that alongside individual rights they have responsibilities to themselves and to those around them.

In this unit learners will develop knowledge of the legal and moral rights of all human beings, including children, and begin to apply this knowledge to themselves as individuals. They will be guided in exploring some of the responsibilities they have for themselves, responsibilities they have towards others and sources of support or information about rights and responsibilities. Learners will have the opportunity to demonstrate their understanding by describing rights and responsibilities relevant to them.

Completing this unit will contribute to the development of personal learning and thinking skills in the areas of independent enquirers and self-managers, as well as contributing to the learner's overall personal and social development. Learners will develop knowledge and skills about exercising their individual rights and responsibilities that may help them in the future.

Essential resources

Learners will need access to appropriate resources explaining human rights, children's rights and their legal rights.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand that they have individual rights and responsibilities	1.1	Describe an individual right which is relevant to them	<ul style="list-style-type: none"> □ <i>Rights</i>: identifying what is a right, e.g. something you are entitled to under the law, things every human being should have, special rights of children; describing human rights, e.g. suitable living conditions, access to education and healthcare, the right to vote and express your opinions freely, freedom to follow your own culture and religion; describing basic legal rights, e.g. employment laws, anti-discrimination laws, consumer protection laws; special rights of children, e.g. to be protected from harm or abuse, to have an opportunity to play, not to be made to fight in wars/conflicts, to receive care and attention from parents or carer
		1.2	Identify sources of support or information about rights and responsibilities	<ul style="list-style-type: none"> □ <i>Sources of support and information</i>: legal help, e.g. solicitors, police; other sources, e.g. Citizens Advice Bureau, local council, local member of parliament, charities and telephone helplines
		1.3	Describe a responsibility that they have for themselves	<ul style="list-style-type: none"> □ <i>Responsibilities</i>: identifying what is a responsibility, e.g. something you should do because it is the law or because it is your duty as a person; responsibilities to self, e.g. knowing what your rights are; keeping yourself and your possessions safe, taking care of your health, getting help or advice if you have problems
		1.4	Describe a responsibility that they have to others	<ul style="list-style-type: none"> □ <i>Responsibilities</i>: responsibilities to others, e.g. looking after children or elderly people, following rules and procedures to keep everyone safe, respecting the views and privacy of other people

Information for tutors

Delivery

Rights and responsibilities could be introduced by means of discussion, by examining stories or case studies, or by using examples from current affairs. Many existing citizenship resources designed for schools and colleges have appropriate information and stimulus material for this purpose. Learners could make up their own scenarios illustrating people's rights and responsibilities in different situations. Tutors could use naturally occurring situations within the learning environment to highlight rights and responsibilities. Learners could create a set of rules for behaviour in the learning environment to ensure rights are respected and individuals take responsibility for themselves.

The focus should be on learners describing rights as they apply to their own lives but they should be given simple information that helps them to see why those rights exist, for example learners could be directed to appropriate websites explaining human rights, rights of children and their legal rights. There is the opportunity for visitors from appropriate agencies, for example the Citizens Advice Bureau or community police to speak to learners about how they can help people to exercise their rights and responsibilities. Learners could prepare in advance some 'What should I do if...?' questions to ask.

Learners could be asked to make a list of all the responsibilities they have for themselves and their family and friends. They could describe the responsibilities they have at home, in the learning environment or at work by creating posters, cartoons or sketches.

There are sufficient similarities in content for this unit to be delivered at Entry 2 and Entry 3 simultaneously, and learners could then be assessed at the level appropriate to them.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Activity – learners sort cards into 'rights for all adults', 'rights for all children', 'rights for all humans', 'luxuries rather than rights'.

Tutor-led discussion – 'What is the definition of a right?' 'What are basic human rights?' 'Why do children have different rights from adults?'

Practical – posters of human rights.

Guest speaker – to speak about legal rights.

Case studies – to identify legal rights.

Topic and suggested assignments/activities

Tutor-led discussion – ‘What responsibilities do you have at home?’ ‘What responsibilities do you have to others?’ ‘Do you have responsibilities as a learner?’

Activity – group work to create a display of rules for the learning environment to ensure rights and responsibilities are respected.

Activity – research to identify who can help individuals in case studies who have problems with their rights and responsibilities.

Assessment – ask and respond to straightforward questions about a right, a personal responsibility, a responsibility to others and who can provide advice and support (Learning outcome 1).

Assessment feedback, review and evaluation of unit.

Assessment

Assessment criteria 1.1, 1.3 and 1.4 require single examples of a relevant right, a responsibility to themselves and a responsibility to others. Each example should be described briefly, not just stated, in order to demonstrate understanding. To meet 1.2 learners must identify at least two different sources of support or information about rights and responsibilities.

Learners could satisfy all four criteria by means of a simple presentation or they could take part in a structured discussion as part of a group or with the tutor. This could be evidenced by an observation report. Learners could produce a booklet or video diary on ‘My rights and responsibilities’.

Suggested resources

Websites

www.adviceguide.org.uk	Citizens Advice Bureau – Advice Guide
www.bbc.co.uk/schools/citizenx/being/rights/lowdown/rights_basics_1.shtml	BBC Schools – rights and responsibilities
www.bbc.co.uk/schools/citizenx/being/rights/photostory.shtml	BBC Schools – picture story examples
www.equalityhumanrights.com	Equality and Human Rights Commission

Unit 3: Self-assessment

Unit code: L/503/2811

Level: Entry 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to introduce learners to the skill of self-assessing personal strengths, weaknesses, skills and qualities in order to identify goals.

Unit introduction

The ability to set goals and assess performance in reaching them is a valuable skill in achieving success in the workplace, in training and studies, and in life in general. Learners will consider their personal strengths and weaknesses and how they may benefit from their skills and qualities. The unit also introduces learners to the process of setting long- and short-term goals and how to achieve them.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know personal strengths and weaknesses	1.1	List own personal strengths	□ <i>Personal strengths</i> : strengths e.g. friendly, shy, outgoing, confident
		1.2	Identify areas of personal weakness	□ <i>Personal weaknesses</i> : weaknesses e.g. over-talkative, easily upset
2	Know the benefits of own skills and qualities	2.1	Identify own skills and qualities	□ <i>Skills and qualities</i> : communication skills e.g. speaks clearly, bilingual, multilingual; practical skills e.g. good at drawing, painting, cooking, good with animals, good at sport; interpersonal skills e.g. patient with the elderly, gentle with children
		2.2	Identify how own skills and qualities can be helpful for career or personal life	□ <i>How skills and qualities can be used for career or personal life</i> : e.g. communication skills could assist in building good relationships with children or grandchildren, being bilingual or multilingual could help secure paid employment as an interpreter, painting skills would be useful in redecorating own home, sports skills could help in getting fit and healthy, cooking skills could lead to enrolment on a catering or hospitality course
3	Know how to set personal goals	3.1	Identify a personal long-term goal	□ <i>Long-term goals</i> : e.g. work with children, be a chef, be financially independent, get a full-time job, give up smoking
		3.2	Identify personal short-term goals	□ <i>Short-term goals</i> : e.g. find some work experience, improve number skills, learn basic cooking, learn to drive
		3.3	Identify how short-term goals may be achieved	

Information for tutors

Delivery

The emphasis of this unit is on enabling learners to consider their own strengths, weaknesses, skills and attributes.

For all the learning outcomes in this unit, learners will need to relate the knowledge to their personal experiences. Learners at this level may need considerable support from their tutor or line manager to be able to reflect on their own attributes and weaknesses. This might be best achieved through one-to-one discussions or tutorials.

The tutor could start delivering this unit by exploring the generic concept of strengths and weaknesses. It could be useful for learners to watch a video, for example, of a soap opera or drama. In groups, learners could discuss and analyse the strengths and weaknesses of the different characters and then report back to the rest of the group. Recognising weaknesses is a potentially sensitive area and should be approached with sensitivity and respect, with an emphasis on the fact that everyone has strengths and weaknesses and can accentuate their strengths whilst still recognising their weaknesses.

Learners are required to work towards identifying their own strengths and weaknesses for learning outcome 1.

For learning outcome 2, learners could undertake group or individual research on the skills and qualities of famous people, such as Richard Branson, Mahatma Gandhi, Oprah Winfrey, David Beckham, Nelson Mandela, Paula Radcliffe, Mother Teresa, and present their findings to the rest of the group. Group discussion could focus on the fact that everyone has skills and qualities which are useful in different situations but are not always recognised as important.

For learning outcome 3, tutors could invite guest speakers to talk to learners about their experiences of setting long-term and short-term goals for learning outcome 3. Learners could prepare questions to ask speakers about how they achieved their short-term goals. The different long- and short-term goals discussed could be displayed under two headings in the class for learners to refer to. Learners could complete individual research on the internet about possible long-term goals for themselves.

Learners in the workplace could prepare questions to ask more experienced colleagues about how they set and achieved their short- and long-term goals.

This could be used to inform the learner's discussion with their line manager or supervisor about appropriate goals.

Throughout this unit, learners can record their self-assessments through the completion of personal logbooks. The logbooks could take a variety of formats, depending on the needs of the individual learner.

Assessment

Evidence for all the assessment criteria could be provided in the form of a logbook. Tutors are encouraged to use a variety of methods of recording the appropriate information in the logbook, depending on the individual learner. Alternative methods of evidencing learning may also be used. Evidence from tutorials or one-to-one discussions with the learner, verified by the tutor/line manager, may be included in the logbook.

Learners will need to list two personal strengths for 1.1.

For 1.2, learners need to identify two areas of personal weakness. Information for 1.1 and 1.2 should be recorded in the learner's logbook or any other tool selected to record their learning.

Criterion 2.1 requires learners to identify two of their own skills and two of their own qualities. Although learners can interpret the idea of skills and qualities in a broad sense, the two personal skills and two personal qualities must be reasonably different from each other.

For 2.2, learners should give two ways in which their identified skills or qualities may help them in the future.

The evidence for 3.1 will need to be an achievable long-term goal.

For 3.2, learners need to identify two short-term goals that will help them achieve their long-term goal.

To achieve 3.3, learners should identify two ways in which they may achieve the short-term goals given in 3.2.

Suggested resources

Websites

www.lifecoachexpert.co.uk

Lifecoachexpert – advice on career development, life skills, lifestyle and wellbeing

www.tellmehowto.net

Community website offering advice on a number of areas including self-development

Unit 4:

Communication between Children aged 0-3 Years and Adults

Unit code: H/502/3371

Level: BTEC Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

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

Unit introduction

The unit introduces learners to why it is important to communicate with children aged 0–3 years. Successful communication is very important for young children aged 0–3 years to be able to function and find their place in society. In this unit learners will be introduced to how children and adults communicate with each other, using both verbal and non-verbal communication. An important part of communication is listening to each other and this unit explores ways for learners to understand how to be an active listener and encourage children to express themselves.

The unit looks at the role of the adult and how they can provide a stimulating environment, giving opportunities for encouraging children to extend their language and communication skills.

Learners will need to identify resources that they can use with children and will have the opportunity to plan and make a resource that will encourage a child's communication skills.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how children and adults communicate with each other	1.1	Give ways in which children communicate with adults	<ul style="list-style-type: none"> □ <i>Children to adult</i>: physical contact, e.g. pulling at your clothing; baby talk; crying to express different needs, e.g. because they are hungry
		1.2	Give ways in which adults communicate with children	<ul style="list-style-type: none"> □ <i>Adult to children</i>: verbal, e.g. talking, reading, reading stories, telling stories; sing, rhymes, finger plays; playing games, e.g. board games; in groups; one to one; non-verbal, e.g. eye contact, facial expression, on level with child, listening □ <i>Verbal communication</i>: talking, e.g. volume, tone, pitch; language, e.g. words the child can understand; turn taking, e.g. letting the child finish what they have to say; questioning skills, e.g. asking questions to encourage the child to explain; pausing, e.g. so the child has time to think what they want to say next; rephrasing sentences correctly back to children when in conversation with them □ <i>Non-verbal communication</i>: eye contact, e.g. looking at the child so they know you are talking to them; facial expression, e.g. smiling; body movement, e.g. getting down to the child's level so they can see your face; touch, e.g. to gain your attention; using baby signs to communicate with babies; using Makaton to communicate with toddlers and children with special educational needs □ <i>Listening skills</i>: active listening, e.g. appropriate facial gestures; reflecting and paraphrasing, e.g. summing up what has been said

Learning outcomes		Assessment criteria		Unit amplification
2	Know why it is important to communicate with children aged 0-3 years	2.1	Give reasons why it is important to communicate with children aged 0-3 years	<ul style="list-style-type: none"> □ <i>Talking</i>: expressing themselves, e.g. emotions, hunger, hurt; showing understanding, e.g. what they want, what they have to do □ <i>Learning</i>: development of concepts, e.g. shape, special awareness, colour, reading, writing □ <i>Exploring</i>: confidence, e.g. new experiences; self-esteem, e.g. knowing who they are □ <i>Socialising</i>: being able to function within the context of their world, e.g. using communication to socialise with other children, small groups, large groups □ <i>Expression</i>: thoughts, ideas, feelings
3	Know the role of the adult in encouraging children's communication	3.1	Give examples of ways an adult can encourage children's communication	<ul style="list-style-type: none"> □ <i>Encouragement</i>: time e.g. allowing time for the child to talk; verbal praise, e.g. 'well done'; physical praise, e.g. hug □ <i>Opportunity</i>: familiar experiences, e.g. routines; new experiences, e.g. different games, stories; new environments, e.g. libraries, parks □ <i>Stimulating environment</i>: displays, e.g. pictures on the walls; books, e.g. favourite ones and new ones; board games, e.g. matching objects and words; computer programmes; imaginative play opportunities, e.g. home corner, shop, dentist, doctors, hospital; exploring outside/natural environment, e.g. the park, the beach

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to make a resource that will encourage a child's communication skills	4.1	Plan the making of a resource to encourage a child's communication skills	<ul style="list-style-type: none"> □ <i>Planning the resource</i>: research, e.g. computer, library, course notes; activity plan, e.g. what is needed, how long will it take to make, when it needs to be finished by, who can help me □ <i>Health and safety</i>: for the learner; for the child/children
		4.2	Produce the resource	<ul style="list-style-type: none"> □ <i>Types of resource</i>: resources, e.g. board games, poster, book, using story props with young children
		4.3	Explain how the resource encourages a child's communication skills	<ul style="list-style-type: none"> □ <i>Encouraging communication</i>: how resource could encourage communication, e.g. speaking, interaction with others through playing a game, story with props

Information for tutors

Delivery

In this unit learners will need to develop an understanding of different forms of verbal and non-verbal communication. The unit will look at the communication between adults and children aged 0–3 years old. Learners will have the opportunity to build on these skills in other units and will need to practise their communication skills.

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, group work, case studies, DVDs, videos and practical experiences if appropriate. As many practical activities as possible should be included to help learners relate to the unit content.

For learning outcome 1, the tutor could start by identifying what communication is and the different forms it takes. Learners could work in groups to identify non-verbal and verbal forms of communication and then feed back to the whole group. This will give learners the opportunity to practise their own communication skills. Videos of children playing and communicating could be used to reinforce understanding.

An important part of communication is listening. Learners need to practise their listening skills. One method might be to play a whisper game. The tutor whispers a message to a learner who whispers it to the next learner and so on around the group until the last learner writes it down and feeds back to the whole group. This will demonstrate to learners how important it is to develop listening skills. Facial expression and gestures are important when communicating. A method of demonstrating this is to get learners to work in pairs. One learner is blindfolded. The pair sit face to face and hold a conversation on a given topic or scenario. This will show learners how much facial expressions and gestures are a part of communication.

Learners need to understand how children communicate with adults, especially if they have few or no verbal skills. This can be shown in video clips, practical experience and thinking about previous experiences. Role play could be used by working in pairs, with one learner taking the part of an adult and one learner taking the part of a child who has to communicate without talking. This can then be discussed by the whole group.

The adult role when working with children is to use different methods of communication to reinforce the child's learning. This needs to be observed by learners so they can fully understand the importance of communication in learning. This could be shown by a video, a visit to a setting or using learners' practical experiences. Working in small groups, learners could discuss how the adult communicates with children in a play setting. This can then be fed back to the group and discussed.

Learning outcome 2 builds and links to learning outcome 1. This learning outcome looks at how ways communication is important in the child's learning experience at different stages of development. It could be delivered in a practical way by setting up a room as an early years setting and asking some learners to be children and others to take the role of the adult. The tutor will need to provide a range of activities, for example picture books and puppets, for the 'children' to take part in.

The roles can be reversed so that everyone has both experiences. This learning could then be presented as a poster identifying areas of learning and the activities that can be used to reinforce it.

Learning outcome 3 is linked to learning outcome 2. Learners need to look at how the adult can encourage the child to communicate. Learners would need to identify opportunities that would encourage the child to develop their communication skills. An important part of this is the environment in which the communication is taking place. Learners need to be able to demonstrate that they understand the importance of listening to the child, responding to them and giving positive reinforcement, as well as giving time and individual attention for the communication to take place. A task that would consolidate this learning could be the production of a poster that identifies the importance of communicating with children.

Learning outcome 4 is the production of a resource. Learners need to have time built in to the delivery of this unit to allow for the planning and production of the resource. Learners need to be able to demonstrate the planning process, their research and devise an activity plan to include what materials are needed, timescales and who can help. There needs to be an explanation of how the child's communication skills will benefit from the resource. The development of the resource and health and safety issues regarding both production and use could be supported in tutorials throughout the process.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led delivery on:

- different forms of verbal communication
- different forms of non-verbal communication
- listening skills/techniques
- how children communicate with adults
- how adults communicate with children
- level of language used with different groups and ages
- positive communication
- demonstration of communication skills through scenarios and role play.

Learners observe adults and children communicating either by watching DVDs or, if possible, on a visit to a child care setting.

Tasks to increase awareness of communication skills:

Learners to pay attention to their everyday communication with family and friends to increase their awareness of body language.

Whisper game – tutor whispers a message to a learner who whispers it to the next learner and so on. The last learner feeds the message back to the group.

Topic and suggested assignments/activities

Learners work in pairs and sit back to back, one learner has a picture and the other learner has paper and a pencil. The learner with the picture will need to communicate instructions to the other learner to enable them to draw the picture freehand. Once completed, learners swap over completing the same activity with a different picture. This enables learners to use communication for a specific purpose.

Assessment: learners record ways in which children communicate with adults, and ways in which adults communicate with children (learning outcome 1).

Tutor-led discussion on the importance of communication with 0–3 year olds.

Task: learners produce a poster identifying why it is important to communicate with children aged 0–3 years.

Assessment: learners record reasons why it is important to communicate with children aged 0–3 years (learning outcome 2).

Guest speaker from a suitable setting to discuss the adult's role in encouraging children's communication, or a visit to a setting such as a nursery class to observe the adult's role.

Group discussion – how did the adult communicate with children in a play setting?

Assessment: learners record examples of how an adult can encourage children's communication (learning outcome 3).

Tutor-led discussion – what resources can encourage a child to communicate?

How to plan and research their chosen resource.

Assessment: learners each plan and make a resource to encourage a child's communication skills, and record how the resource will do this (learning outcome 4).

Assessment feedback and review of unit.

Assessment

The assessment for this unit could be in two parts:

- assessment criteria 1.1, 1.2, 2.1 and 3.1 could be set as an assignment and assessed through question and answer sessions with the tutor, the completion of pro formas, or through tasks such as the completion of posters showing methods of communication and the importance of communication with children aged 0–3 years
- assessment criteria 4.1, 4.2 and 4.3 require learners to produce a resource which encourages a child's communication skills.

To meet criteria 1.1 and 1.2, learners need to list different ways in which children communicate with adults and different ways in which adults communicate with children. Learners should include at least one verbal and one non-verbal method of communication for each criterion.

To meet criterion 2.1, learners need to list different reasons why it is important to communicate with children. It is important that learners link this to the stages of development.

To meet 3.1, learners need to give four examples of how an adult can encourage children's communication.

To meet 4.1, learners need to plan the making of a resource which encourages a child's communication skills. There needs to be written evidence of the plan. For 4.2, learners need to produce the resource they have planned and, for 4.3, explain how the resource will encourage a child's communication skills.

Suggested resources

Books

Bradford H and Green S – *Communication, Language and Literacy in the Early Years Foundation Stage* (David Fulton Publishers, 2008) ISBN 9780415474276

Challender N and Nahmad-Williams L – *Communication, Language and Literacy (Supporting Development in the Early Years Foundation Stage)* (Continuum, 2010) ISBN 9781441128980

Miller K – *Simple Steps: Developmental Activities for Infants, Toddlers and Two-year Olds* (Gryphon House, 2005) ISBN 09780132229937

Woolfson R C – *Small Talk: From First Gestures to Simple Sentences* (Hamlyn, 2002) ISBN 9780753716779

Websites

www.everychildmatters.gov.uk/deliveringservices/commoncore/communication	Government website promoting the wellbeing of children and young people; advice on communicating with children
www.kidsbehaviour.co.uk	Source of advice on communicating with children
www.literacytrust.org.uk	Articles on how to support children's language
www.teachernet.gov.uk	Ideas and development of children's communication

Unit 5: Planning for the Physical Care Needs of Children aged 0–3 Years

Unit code: K/502/3372

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

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

Unit introduction

This unit aims to introduce learners to the basic physical care needs of young children. In this unit, learners will be able to use their knowledge to understand how adults meet young children's physical care needs.

For learning outcome 1, learners will explore the basic physical care needs of young children, such as food and drink, fresh air and exercise, and to be kept safe. In learning outcome 2 each of the physical care needs is investigated and, through practical tasks and activities, learners consider ways to meet each of the physical care needs.

For learning outcome 3, learners will apply their knowledge to plan, with support, a routine to meet a physical care need of one child.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the physical care needs of children	1.1	Identify the physical care needs of children	<ul style="list-style-type: none"> □ <i>Care needs</i>: food and drink; exercise; fresh air; rest and sleep; to be kept clean; clothing; to be kept safe
2	Know what is needed to care for the physical needs of children aged 0–3 years	2.1	Describe what is needed to care for the physical needs of children aged 0–3 years	<ul style="list-style-type: none"> □ <i>Food and drink</i>: balanced diet; food for growth; food and drink needs changing with age; variety of food; milk; avoid adding sugar; small portions; attractive presentation □ <i>Exercise</i>: providing activities for children to, e.g. run, climb, balance, throw balls, kick balls, swing; ensuring activities are appropriate for the age of the child □ <i>Fresh air</i>: types of activity, e.g. daily play outdoors, walks, visits to park □ <i>Rest and sleep</i>: somewhere to rest or sleep during the day; quiet activities; bedtime routine □ <i>Hygiene</i>: handwashing by adults and children, e.g. after toilet, after messy activities, before eating/food preparation; bathing, i.e. daily bath or all over wash; teeth cleaning, i.e. after breakfast and before bed; hair care, i.e. daily brushing/combining, twice weekly washing; treatment of cradle cap, caring for different types of hair, e.g. Afro-Caribbean; importance of caring for feet, e.g. trimming nails; being aware of changing needs as child becomes older □ <i>Clothing</i>: comfortable; easy to wash; easy to put on and take off; importance of layering clothing to prevent children getting too hot or too cold; correct sizing for footwear; ensuring clothes are appropriate for child's age

Learning outcomes		Assessment criteria		Unit amplification
				<ul style="list-style-type: none"> □ <i>Safety</i>: adult supervision; use of age appropriate safety equipment (stair gates, harnesses, socket covers); ensuring environment is safe, e.g. risk of illness due to damp, cold conditions
3	Be able to plan a physical care routine for a child aged 0–3 years	3.1	with support, plan a physical care routine for a child aged 0–3 years	<ul style="list-style-type: none"> □ <i>Ages</i>: 0–1 year; 1–2 years; 2–3 years □ <i>Routines</i>: types of routine, e.g. bedtime routine, preparing for daytime sleep, bathing routine, toileting routine, mealtime routine, preparing for outdoor play, preparing for an outing; role of the adult; role of the child □ <i>Planning</i>: including wishes of parent/s and child in planning; making sure experience appropriate for age of child, safety precautions

Information for tutors

Delivery

A wide range of delivery methods may be used for this unit, including tutorials, presentations, visits, simulations, guest speakers, videos, worksheets and internet sources. As many practical activities as possible should be included to help learners relate to the content of the unit.

Tutors could start delivering this unit by showing video clips of children of different ages followed by a tutor-led group discussion to identify physical care needs. Key words could be presented on the board/flip chart.

For learning outcome 2, tutors could assess learners' knowledge of a balanced diet and food appropriate for young children with a quiz such as 'Who wants to be a millionaire?'

Learners could work in pairs to select appropriate meals, snacks and drinks for young children using a range of resources such as internet sites or journals. Each pair could select a meal or snack to give a young child at different times of day presented as illustrations on flip chart paper. The meals and snacks could be displayed in the classroom and tutor-led discussion could collate the separate meals and snacks into what would be appropriate for a whole day to provide balance.

A visit to observe children playing in a playground would introduce the topics of physical exercise and fresh air to learners.

A guest speaker, such as a childminder, could be invited to talk to learners about how to provide physical exercise and fresh air for young children in a home environment. Learners could prepare questions to ask the speaker about physical activities suitable for young children of different ages. Learners could work in small groups to identify one physical activity and the resources required using internet sites. Learners could present their activities as a factsheet for other learners.

How to prevent the spread of infection, as outlined in the unit content, could be explored in a range of ways such as demonstration of correct handwashing techniques, simulation of bathing a baby using a doll, nappy changing using a doll, demonstrations of correct teeth cleaning by a dental hygienist. Small groups of learners could be given different worksheets with questions about hygiene measures needed when caring for children. These groups could then feed back to enable other learners to record all the information. This will ensure full coverage of the unit content.

Learners could investigate suitable clothing for children at different ages and for different seasons using catalogues or by visiting shops. Illustrated handouts could be prepared by learners and given to the whole group.

Safety measures could be explored by learners completing a group display depicting all the rooms in a house and the garden. Groups could add information about the safety measures required for the display.

A parent could be invited as a guest speaker to speak about the importance of carers knowing about children's individual physical care needs in routines.

Learners could select an age of a child and a routine and, with the support of the tutor, decide what the adult would need to do to meet the child's needs in the routine.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led delivery – what care needs do children have?

Practical: learners find out about and extract examples of children's care from a range of parenting magazines, childcare journals, websites.

Assessment: learner makes an illustrated leaflet for parents identifying children's physical care needs (learning outcome 1).

Tutor-led delivery – the food children should eat for a balanced diet.

Practical: in pairs, learners to select meals, snacks and drinks for young children using the internet and journals.

Individual work: learners write a menu of the types of food they eat in a day. In pairs learners discuss whether each other's menus are healthy – what could they change to make them healthy?

Practical: in pairs, learners research online 'shopping' to provide a healthy meal for a young child. Discussion to select the healthiest choices.

Tutor-led delivery – exercise and fresh air.

Learners watch videos of young children involved in physical activities indoors and outdoors.

Group work: learners plan physical activities and select appropriate resources. Each group chooses a different age. Whole-group discussion about suitability of activity and resources for the age of child.

Tutor-led delivery – importance of hygiene when working with young children.

Tutor demonstration of handwashing techniques.

Practical: learners practise handwashing using 'light box' to check their technique.

Activity – in groups, learners choose different hygiene topics and find out what young children need. Make posters to show hygiene needs.

Tutor-led delivery – suitable clothing for young children.

Practical – learners visit shops to look at children's clothes.

Practical – learners design an outfit for a young child. Each learner to choose a different scenario, e.g. on the beach, playing in the snow. Discussion of reasons for choices.

Tutor-led delivery – safety and role of the adult and safety equipment.

Demonstration – learners visit a childcare setting to observe safety equipment and role of the adult.

Assessment: learners record what is needed to care for the physical needs of children aged 0–3 years (learning outcome 2).

Topic and suggested assignments/activities

Theory – planning physical care routines for children aged 0–3 years.

Assessment: tutor supported individual research to plan a physical care routine for a child aged 0–3 years using journals, parenting magazines and the internet (learning outcome 3).

Assessment feedback and review of unit.

Assessment

Assessment criteria 1.1 and 2.1 may be linked together in one assignment task. A poster or a leaflet may be used to present the information. For assessment criterion 1.1, learners will need to list the physical care needs of children. To meet assessment criterion 2.1, learners need to include brief information about two ways in which adults are required to meet these physical care needs, for example, food – children need a balanced diet and milk.

To meet assessment criterion 3.1, learners need to include a basic plan for an identified routine for a child of a stated age, for example a bedtime routine for a child aged 2–3 years. Brief information about resources for the routine and timings, to meet the child's physical care needs, could be presented in a template.

Suggested resources

Websites

www.allkids.co.uk

All Kids – online parenting magazine

www.dentalhealth.org

British Dental Health Foundation

www.nhs.uk/livewell/homehygiene

Food Standards Agency

www.hpa.org.uk

Health Protection Agency –
handwashing guidance, posters

www.practicalparenting.co.uk

Practical Parenting

Unit 6: Respecting Children

Unit code: D/504/9175

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

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

Unit introduction

In this unit learners will explore the importance of considering the needs, rights and views of children. Throughout the unit learners will be able to use their understanding through practical tasks to recognise how these principles are applied to caring for children.

For learning outcome 1, learners will investigate reasons why children need to be respected as individuals. For learning outcome 2, learners will explore the behaviour adults use to demonstrate respect to children. For learning outcome 3, learners will recognise how the physical environment can be organised to show to respect children.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know why children need to be respected as individuals	1.1	State why children need to be respected as individuals	<ul style="list-style-type: none"> □ <i>Respecting children as individuals</i>: why children should be respected, e.g. human rights, different needs of children, the need to value children for their own particular qualities, valuing child's home/family (culture, religion, language); valuing children's choices; promoting independence □ <i>Effects of valuing children</i>: the child feels included, high self-worth, confident, better achievement □ <i>Effects of not valuing children</i>: e.g. the child feels different, excluded, low self-worth, lack of confidence, poor achievement, child becomes withdrawn
2	Know how adults show respect to children	2.1	Outline ways adults show respect to children	<ul style="list-style-type: none"> □ <i>Adult behaviour which shows children respect</i>: types of adult behaviour which show respect, e.g. paying attention, listening, offering choices, having realistic expectations (rules, behaviour), non-patronising, praising for effort, including all children
3	Know how the physical environment respects children as individuals	3.1	Describe how a chosen physical environment visited by children has been designed to respect children	<ul style="list-style-type: none"> □ <i>Physical environments</i>: types of environment, e.g. libraries, shops, museums, public transport, hospitals, doctors' surgeries, swimming pools, parks, dental surgery □ <i>Environment</i>: welcoming to children, e.g. displays/posters suitable for children; accessible to children, e.g. child-sized furniture and equipment, doors for pushchair access, ramps, low reception desk, small toilets, low wash basins; toys; books

Information for tutors

Delivery

The unit has been designed to make the key topics practical wherever possible.

Throughout the unit learners would benefit from using role play, case studies, scenarios, simulations, accessing video examples of adults caring for children and visits to understand how the concepts explored apply to caring for children.

The tutor could start delivering this unit by asking learners to consider their own rights to be treated as individuals when being cared for. A practical way to generate discussion of individual needs, for example, would be for the tutor to prepare a cup of milky tea with two sugars for every learner. Learners' responses to this could start a discussion on individual needs. This could be explored further by using examples of situations when people are treated as having the same needs. Learners could discuss in pairs how these situations would make them feel. Learners may refer to their own experiences which will make the content of the unit relevant to them. Group discussion could focus on the rights of individuals and on the effect of not being valued.

Case studies of situations where adults do not show respect for children's individual needs will help learners relate these concepts to caring for children. Examples could include circumstances where a child's home language or religion are not respected.

A question and answer session could occur to determine the effects on children of being valued and of not being valued by the adults who care for them. Key words could be collated on the board/flip chart. Learners could complete posters to display in the classroom to refer to throughout the unit.

To introduce learning outcome 2 learners could watch videos of adults caring for children. Learners could answer questions on a worksheet about what the adults are doing to demonstrate their respect for children. Whole-group discussion will help to consolidate learning.

Learners could work in groups to plan a routine for young children such as a snacktime, which would give children choices and have realistic rules and expectations for behaviour. Each routine could be demonstrated to the rest of the group as role play giving learners the opportunity to demonstrate how to listen to children, be non-patronising and praise their efforts.

Visits to childcare settings may be possible for learners to observe adults showing children respect in play and routines. Discussion following the visits will help learners relate theory to practice.

For learning outcome 3, learners could start by exploring the environment of their study centre/classroom by looking at it from the perspective of a child. This will help them to gain an understanding of how the physical environment may not respect children. Group discussion could identify what features would be needed in any physical environment to take account of the needs of children. The group could agree these features and draw up a checklist.

Learners will be able to show how a physical environment has been organised to respect children as individuals by using the checklist during visits to any environment which children may use.

Learners could report back their findings to the whole group. The findings of the whole group could be consolidated into a class display.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Tutor-led delivery – the rights of all children to be respected as individuals.</p> <p>Practical – learners work in pairs using scenarios to discuss 'How would I feel if?' situations.</p> <p>Assessment: learners design posters giving reasons for respecting children (learning outcome 1).</p>
<p>Tutor-led delivery – adult behaviour which demonstrates respect.</p> <p>Demonstration – learners watch videos of adults demonstrating respect.</p> <p>Practical – learners roleplay adult responses to different scenarios.</p> <p>Assessment: learners write up ways in which adults show respect to children and young people (learning outcome 2).</p>
<p>Tutor-led delivery – how physical environments are organised to respect children.</p> <p>Practical – class designs a checklist of features of physical environment which show children respect.</p> <p>Demonstrate – learners visit different environments to observe and complete the checklist.</p> <p>Practical – group discussion to determine which physical environment demonstrated features which respect children.</p> <p>Practical – paired work to design an ideal environment where children are respected, doctors' surgery, library.</p> <p>Practical – produce a class display to illustrate environments which respect children.</p> <p>Assessment: learner selects a physical environment that children visit and records how that physical environment respects children (learning outcome 3).</p>
<p>Assessment feedback and review of unit.</p>

Assessment

To meet assessment criterion 1.1, learners must give at least two different reasons why children need to be respected as individuals. Learners may participate in a discussion to identify the effects on children of not being valued, which could be recorded by the tutor for verification purposes. Alternatively, learners could present the information as a factsheet for other learners and include the information about how adults show respect to children required for 2.1.

For 2.1, learners must give a brief outline of different ways in which adults show respect to children. Learners could base their response on a routine they have planned for children or observations they have made of adults caring for children.

To achieve 3.1, learners must select an environment used by children, visit it to carry out a simple audit of how the environment is designed to respect children and present their findings. This may be achieved by using a checklist to record their findings followed by a short presentation to the group which could be recorded by the tutor for verification purposes. Alternatively, learners could make brief notes to record the results of their research.

Suggested resources

Books

Goldschmied E and Jackson S – *People Under Three: Young Children in Day Care*, (Routledge, 2013) ISBN 09780415665216

Young J – *Human Rights are Children's Rights: A Guide to Ensuring Children's and Young People's Rights are Respected* (National Children's Bureau, 2008) ISBN 9781905818372

Website

www.savethechildren.org.uk

Access to a 'Know your rights' poster

Unit 7:

Communication Skills with Children

Unit code: A/502/3375

Level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to introduce the learner to the skills needed to communicate with children.

Unit introduction

This unit will introduce learners to the key features of effective communication between adults and children and to a range of ways to communicate with children aged 0–5 years old, including verbal and non-verbal communication.

The unit will enable learners to understand how children communicate with each other. Learners will look at how they can interact and communicate with children, by giving attention to the child at an appropriate level for the child's age. Learners will develop an understanding of the activities that encourage communication, why clear communication is important with children of all ages and how they can enable children to express themselves. Learners will be required to practise their communication skills.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how adults communicate with children	1.1	Describe how adults communicate with children	<ul style="list-style-type: none"> □ <i>Verbal and non-verbal communication</i>: speech, e.g. form, pitch, volume, tone, turn taking, questioning skills; reflective listening, pausing, silence; verbal interactions with babies; eye contact; facial expression; body movement; posture; gesture; muscle tension; touch, proximity and orientation; cultural difference; importance of these features when interacting with children □ <i>Listening skills</i>: active listening to achieve understanding; reflecting and paraphrasing others' expressions to check understanding; the role of memory in active listening
2	Know how children communicate with each other	2.1	Describe how children communicate with each other	<ul style="list-style-type: none"> □ <i>Play</i>: solitary play, e.g. playing on their own; parallel play e.g. playing alongside others; cooperative play, e.g. playing with others □ <i>Imitation</i>: role play, e.g. playing out everyday situations; language, e.g. copying words, songs, rhymes
3	Understand how to interact and communicate with children	3.1	Explain the different methods used when interacting with children	<ul style="list-style-type: none"> □ <i>Giving attention</i>: showing children that full attention is being given through, e.g. body language, facial expression, speech, gesture, active listening; considerate and sympathetic approach, asking questions to check understanding; showing understanding of the importance of giving attention □ <i>Activities to encourage communication and language</i>: taking time to communicate with children in everyday activities; using music, movement, rhythm, rhymes, games and stories; effective use of eye contact, body movement and voice; using appropriate language to enhance children's communication skills and learning; ensuring suitability to children's age, needs and abilities, using every opportunity to encourage children's communication and language development

Learning outcomes		Assessment criteria		Unit amplification
				<ul style="list-style-type: none"> □ <i>Communicating clearly</i>: appropriate to age, e.g. communicating at the child's own level, being a good model of communication, checking understanding, conveying value of views, feelings and opinions, encouraging the expression of needs, making choices and different methods of communicating, being a 'listening ear' when needed □ <i>Enabling children to express themselves</i>: giving children time to express themselves in their own manner, words and time; acknowledging children's expressions, including expression of feeling; enabling expression by and acknowledgement of children in groups; showing understanding of the importance of enabling children to express themselves and to be heard, including in groups □ <i>Overcoming barriers</i>: the use of communication aids; interpreting non-verbal behaviour; use of clear speech and plain language; adapting the environment; understanding cultural differences; checking understanding; using skilled communicators; understanding differences, e.g. between one's own beliefs and the beliefs held by others □ <i>Promotion of self-esteem</i>: how self-esteem may be developed and maintained in response to the reaction of others; communication that conveys respect and value; how self-esteem may be threatened by communication that does not convey value
		3.2	Explain how communication with children differs between different age ranges	<ul style="list-style-type: none"> □ <i>0–3 years</i>: e.g. facial expression, ensuring baby or child can see face, repeating phrases, rhymes, songs, pointing to things when talking about them, using baby signs, using Makaton, paying attention to pitch, tone of voice, eye contact on level with child, giving child chance to say what they want to say, paraphrasing □ <i>3–5 years</i>: e.g. paying attention to pitch, tone of voice, using language child can understand, eye contact, facial expression, checking understanding, listening, encouraging child to express needs

Information for tutors

Delivery

In order to help learners relate to the unit content, as many practical activities as possible should be included. Learners need to understand different forms of communication, including verbal and non-verbal communication. The unit will look at communication with children aged 0–5 years old. Learners may build on these skills in other units and need the opportunity to practise using a range of communication skills. All communication needs to be a positive experience.

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, group work, case studies and DVDs. Practical experience may be used if appropriate.

For learning outcome 1, the tutor could start by identifying what communication is and the different forms it takes. Learners could work in groups to identify non-verbal and verbal forms of communication and then feed back to the whole group. This will give learners the opportunity to practise their own communication skills. Videos of children playing and communicating could be used to reinforce communication skills.

An important part of communication is listening. Learners need to practise using listening skills. One method might be for a learner to give simple instructions to another learner on how to do a simple task, for example making a sandwich. This will demonstrate to learners how important it is to develop listening skills. Facial expression and gestures are important when communicating. Learners could carry out a 'charades' activity acting out particular emotions provided by the tutor, for example relaxed or bored. The others in the group should observe and discuss the body language displayed.

Learning outcome 2 builds on and links to learning outcome 1. This learning outcome looks at how children communicate with each other. Learners will need to understand the different stages of a child's play and how their interaction is related to their stage of development. This would best be observed in a setting if possible. If not, a video recording of children at different stages of development could be used. Learners could use a 'stages of development' sheet to record what the child/ren are doing and then prepare a short report for the parent identifying the child's development.

Learning outcome 3 must cover both the 0–3 years and the 3–5 years age ranges. This learning outcome looks at the role of the adult in understanding how to interact and communicate with children and young people. Any communication must be age appropriate and meet the needs of the individual child. Learners need to understand that communication is not only verbal, and must understand the importance of giving the child/ren their full attention using a variety of methods. This can be explored by practical experience with children. If this is not possible, learners could be given a scenario to work through as role play in which they can demonstrate the techniques required. To encourage communication and interaction learners need to understand the stages of language development, and how this can be used in everyday experiences, routines and planned activities.

Learners could work together in groups to produce a poster or leaflet explaining the stages of language development for parents. All communication should be clear and appropriate to the child's age. As part of communication learners should explore

what barriers could be presented and how they can overcome them. This could be reinforced by the use of scenarios, case studies and guest speakers, for example a speech therapist or a sign language communicator.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Tutor-led discussion on how we communicate, and how adults communicate with children.

Activity – tutor demonstration of different forms of communication including verbal, non-verbal and active listening and how adults use these when communicating with children.

Practical activities to reinforce understanding of different forms of communication including, e.g., charades, pictionary.

Guest speakers – parents with children. Learners encouraged to observe and, where possible, communicate with children playing.

Assessment: learner to produce notes on different forms of communication for their future reference (learning outcome 1).

Tutor-led discussion on how children communicate with each other.

Learners observe how children communicate with each other through observing and analysing video clips of children playing and case studies or through visits to childcare settings. Learners encouraged to discuss their observations.

Assessment: learners to record how children communicate with each other (learning outcome 2).

Tutor-led discussion on how adults can interact and communicate with children and why communication may be different for children of different ages.

Practical: learners to devise a checklist to use when observing adults interacting and communicating with children.

Practical: observation of effective interaction and communication through watching videos and discussing them or through a visit to a childcare setting.

Practical: learners to be given scenarios of where adults need to interact and communicate with children. Learners to decide how they would communicate with the child and present this to the rest of the group.

Assessment: learners to provide evidence of the different methods adults use when interacting with children and why communication differs for children of different ages, e.g. observation notes from guest speakers, use of a checklist (learning outcome 3).

Assessment feedback and review of unit.

Assessment

To meet assessment criterion 1.1 learner need to describe how adults can communicate with children, including examples of verbal and non-verbal communication.

To meet assessment criterion 2.1 learners need to describe different ways that children communicate with each other.

To meet assessment criterion 3.1 learners need to explain different methods an adult can use to interact with children.

To meet assessment criterion 3.2 learners should explain two different examples for the age ranges 0–3 and 3–5 years of how effective communication can differ.

The criteria can be evidenced by discussions with the tutor or question and answer sessions, completion of pro formas or preparation of posters/leaflets giving advice. Evidence can be collected in a small portfolio/looseleaf file.

Suggested resources

Books

Bradford H and Green S – *Communication, Language and Literacy in the Early Years Foundation Stage* (David Fulton Publishers, 2008) ISBN 9780415474

Challender N and Nahmad-Williams L – *Communication, Language and Literacy (Supporting Development in the Early Years Foundation Stage)* (Continuum, 2010) ISBN 9781441128980

Websites

www.education.gov.uk

Department for Education

www.education.gov.uk/schools

Department for Education – information and resources for schools workforce

www.kidsbehaviour.co.uk

Source of advice on communicating with children

Unit 8: Planning for the Physical and Emotional Care Needs of Children

Unit code: T/502/3374

Level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

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

Unit introduction

To be able to care for children effectively adults need a sound understanding of the physical and emotional needs of children. It is important, therefore, for learners to appreciate the significance of these needs for children's health and development. The importance of consulting with parents and children is an essential factor when considering how to care for young children to ensure their individual needs are met. In this unit learners will apply their knowledge to plan care for young children.

For learning outcome 1, learners will investigate the physical and emotional needs of young children. The implications for the health and development of children if these needs are not met will also be considered.

The importance of consulting with parents and children when planning care is introduced in learning outcome 2 to ensure children's physical safety and that their emotional needs are met.

For learning outcome 3, learners will explore the physical and emotional care needs of children aged 0-3 years and consider how to care for them to meet these needs.

For learning outcome 4, learners will investigate the physical and emotional needs of children aged 3-5 years and apply this knowledge to producing care plans for a child for a day to meet these needs.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about the physical and emotional needs of children aged 0–5 years	1.1	Identify the physical and emotional needs of children aged 0–5 years	<ul style="list-style-type: none"> □ <i>Physical needs of young children</i>: nutrition; clothing and footwear; hygiene; fresh air; exercise; sleep and rest □ <i>Safety</i>: consistent affection; play and stimulation; opportunities for social contacts; independence; praise and encouragement
		1.2	Describe why it is important to meet the needs of children aged 0–5 years	<ul style="list-style-type: none"> □ <i>Importance of meeting needs</i>: inadequate nutrition leading to poor growth and underweight or overweight children; preventing infections; lack of rest and sleep contributes to accidents; irritability; tiredness; unable to concentrate; learning affected; poor hygiene leads to infections; unsafe environments cause accidents; inconsistent/inadequate affection makes children feel insecure, have difficulty in making friends; lack of independence makes children dependent on adults and lack confidence
2	Understand why it is important to consult with parents and children when meeting the needs of children	2.1	Explain why it is important to consult with parents when meeting the needs of children	<ul style="list-style-type: none"> □ <i>Consult parents</i>: families know their child best; to make sure there is continuity of care for the child; young children unable to communicate their needs; children may have particular needs, e.g. health needs such as asthma, dietary needs such as being vegetarian, skincare needs such as allergies; to know about emotional needs, e.g. comfort object, fears; important to know parents' wishes about how to care for their child, e.g. religious preferences
		2.2	Explain why it is important to consult with children when meeting the needs of children	<ul style="list-style-type: none"> □ <i>Consult children</i>: to respect them as individuals; to make them feel valued; to provide continuity; to make children feel secure; to develop self-esteem; to promote independence

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to care for children age 0–3 years to meet their physical and emotional needs	3.1	Outline how to care for a child aged 0–3 years to meet their physical and emotional needs	<ul style="list-style-type: none"> □ <i>Meeting needs</i>: understanding children have individual needs, e.g. health, fears, personal preferences; consult with parents and children; know about familiar routines □ <i>Nutrition</i>: nutrition for young children aged 0–3 years, e.g. milk, balanced varied diet, food for growth, introduce new foods, small portions, avoid adding sugar, low salt □ <i>Clothing</i>: clothing suitable for young children aged 0–3 years, e.g. comfortable, easy to put on and take off, easy to wash, shoes and socks which allow for growth □ <i>Hygiene</i>: aspects of hygiene for children aged 0–3 years, e.g. handwashing of carer and children after toilet/nappy changing/before eating, daily bath or all-over wash, teeth cleaning twice a day, hair brushing/combing daily, hair washing twice a week □ <i>Fresh air</i>: ways children aged 0–3 years can access fresh air, e.g. daily walk, play outside □ <i>Exercise</i>: exercise opportunities for young children aged 0–3 years, e.g. indoor and outdoor opportunities to exercise appropriate to developmental stage □ <i>Safety</i>: aspects of safety for young children aged 0–3 years, e.g. supervision, use of safety equipment □ <i>Sleep</i>: place to sleep or rest during the day; bedtime routine □ <i>Consistent care</i>: close relationship with adults that know them well, key person □ <i>Play</i>: stimulating toys and experiences □ <i>Social contacts</i>: opportunity to play with other children in small groups □ <i>Independence</i>: encouraging independence in young children aged 0–3 years, e.g. encourage self-care in feeding/dressing, washing

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to plan to meet the physical and emotional needs of children aged 3–5 years	4.1	Plan to meet the physical and emotional needs of a child aged 3–5 years	<ul style="list-style-type: none"> □ <i>Planning</i>: consultation with children and families; base plans on familiar routines for younger children; need for plans to be flexible □ <i>Nutrition</i>: aspects of nutrition for children aged 3–5 years, e.g. milk, balanced varied diet, wide range of foods, food for growth and energy, avoid adding sugar, low salt □ <i>Clothing</i>: clothing suitable for children aged 3–5 years, e.g. comfortable, easy for child to dress/undress, easy to wash, hard wearing, shoes and socks which allow for growth □ <i>Hygiene</i>: aspects of hygiene for children aged 3–5 years, e.g. handwashing after toilet/before eating, daily bath or all over wash, teeth cleaning twice a day, hair brushing/combing daily, hair washing twice a week □ <i>Fresh air</i>: ways children aged 3–5 years can get fresh air, e.g. outside play □ <i>Exercise</i>: indoor and outdoor opportunities to exercise appropriate to developmental stage □ <i>Safety</i>: safety aspects for children aged 3–5 years, e.g. supervision, use of safety equipment, parental permission □ <i>Sleep</i>: place to rest or play quietly during the day, regular bedtime □ <i>Consistent care</i>: familiar adults that know them well □ <i>Play</i>: stimulating activities and experiences □ <i>Social contacts</i>: opportunity to play with other children in groups □ <i>Independence</i>: ways of encouraging independence in children aged 3–5 years, e.g. self-care in dressing, washing

Information for tutors

Delivery

A wide range of delivery methods can be used for this unit, including tutorials, presentations, videos, worksheets, internet sources. As many practical activities as possible should be included to help learners relate to the content of the unit.

Tutors could start delivering this unit by asking learners to consider the care needs of all children and compare their answers with the rest of the group.

Tutors could hold a question and answer session to define physical and emotional care needs. Learners could design posters which include the definitions for display in the classroom for learners to refer to throughout the unit.

To gain an understanding of the importance of meeting children's care needs for learning outcome 1, a mixture of tutor-led input and individual learner research is required. Learners could work in small groups to analyse different case studies of children whose needs have not been met to consider the effects on the child. Each group could present their findings to the other learners. Information could be presented using PowerPoint or paper-based materials and produced as handout for the group.

To introduce learning outcome 2, a parent could be invited as a guest speaker to discuss reasons why parents need to be consulted when leaving their child in the care of others.

Tutor-led discussion of different scenarios of situations, where there has been limited consultation with parents regarding their children's care needs and the possible consequences of this, would help to consolidate learning. Key points could be collated on the board/flip chart.

The need for children to be consulted could be explored by asking learners to consider their own right to be consulted when being cared for. Learners may refer to their own experiences which will make the content of the unit relevant to them. Group discussion could focus on the rights of children to be consulted and how their feelings may be affected if they are not valued.

Learning outcome 3 could be introduced by inviting a practitioner from an early years setting or a childminder to speak about how they care for babies and young children. Learners could prepare questions to ask the speaker about how the individual needs of children are met in care routines.

Learners could select one of the needs outlined in the unit content and conduct paired research using websites and books. Research gathering may include visits to different childcare settings to observe care routines which would help learners to relate theory to practice. Further information may be gathered from parenting magazines and relevant retail outlets, for example *Practical Parenting* magazine, Boots.

Learners could present their findings to the whole group in a variety of ways: on factsheets; as a short presentation using PowerPoint; on a poster, for example, of suitable toys or clothing; as simulation, for example of nappy changing or bathing using a life-like doll.

Learning outcome 4 could be introduced by tutor-led discussion to clarify how the physical and emotional needs of children aged 3–5 years differ from those of babies and younger children. Learners could work in groups to research information about how to plan a day to meet the physical and emotional needs of children aged 3–5 years. The groups could select a child from different case studies which cover the full age range. The findings of their research could be presented as a poster, display or factsheet.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and programme of learning

Tutor-led discussion on basic care needs of children.

Practical – learners make posters showing children's basic needs.

Group work to research effects on health if basic needs are not met, using the internet.

Tutor-led discussion using scenarios of effects of emotional needs not being met – discussion using scenarios.

Assessment: learners record physical and emotional needs of children aged 0–5 and the importance of meeting the needs of young children (learning outcome 1).

Tutor-led discussion of the importance of consulting parents and children when providing care for children.

Demonstrate – talk by early years worker about the importance of consulting parents about children's care needs.

Practical – learners discuss scenarios of examples of the effects of poor communication with parents and children when providing for children's care needs.

Assessment: learners produce posters giving reasons for consulting with parents and with children (learning outcome 2).

Tutor-led discussion – meeting individual needs when providing care.

Learners observe care routines of young children aged 0–3 years by watching videos of care routines.

Practical – guest speaker. Practitioner from an early years setting or a childminder. Learners prepare questions about care practices.

Practical – learners compare different menus from early years settings.

Practical – in groups learners research care for young children using a range of resources, e.g. textbooks, internet, journals, catalogues. Each group chooses a different aspect of care and makes a presentation to rest of the group.

Assessment: record outline care plans for children aged 0–3 years (learning outcome 3).

Demonstrate – learners visit setting to observe care routines for children aged 3–5 years.

Practical – paired work. Online 'shopping' to pack a healthy lunch box. Discussion to select healthiest choices.

Assessment: learners plan a care routine for a day for a child aged 3–5 years to meet their physical and emotional needs, using a range of resources, e.g. parenting magazines, journals, textbooks, internet. Learners present care plan on a poster (learning outcome 4).

Assessment feedback and review of unit.

Assessment

For assessment criterion 1.1, learners will need to list at least two physical and two emotional needs of children aged 0–5 years. This information could be evidenced in a number of different ways, for example in the form of a leaflet, a poster or using a template to which information required for 1.2 could be included.

To meet assessment criterion 1.2, learners need to give at least one reason why it is important to meet each of the physical and emotional needs of children given in 1.1. This may be evidenced on the leaflet, poster or template used for 1.1.

For assessment criterion 2.1, learners will need to give at least two reasons why it is important to consult with parents when meeting children's needs. For assessment criterion 2.2, learners will need to give at least two reasons why it is important to consult with children when meeting their needs. For both 2.1 and 2.2, examples may be given to demonstrate understanding. This can be evidenced through a discussion or question and answer session with the tutor, or through completing a template.

To meet assessment criterion 3.1, learners will need to give brief detail about how to meet one physical need and one emotional need of a child aged 0–3 years. This could be evidenced in a variety of ways, for example PowerPoint slides, leaflet, poster, video recording of a simulated care routine.

For assessment criterion 4.1, learners need to give an outline plan for a child's day evidencing how the child's needs will be met. The child must be aged 3–5 years. This could be demonstrated as written work, for example through completing a pro forma provided by the tutor, or as a poster.

Suggested resources

Book

Minett P – *Child Care and Development, 6th Edition* (Hodder Education, 2010)
ISBN 9781444117134

Websites

www.askamum.co.uk

Mother and Baby magazine website

www.healthylunchbox.com/links.html

Links to British Nutrition Foundation, the Food Standards Agency and the Department of Health

www.madeformums.com/practicalparenting/

Practical Parenting magazine website

Unit 9: Encouraging Children to Eat Healthily

Unit code: F/502/3376

Level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

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

Unit introduction

It is important for learners to understand the principles of healthy eating and how they apply to children. Learners need to appreciate the range of ways in which healthy eating can be encouraged to be able to provide a range of appropriate experiences for children.

This unit aims to develop knowledge and understanding in these key areas as well as building up skills such as self-management, time management, contributing to a team, problem solving, working safely and communication which are essential for work.

The first part of the unit investigates the characteristics of healthy eating and considers how these apply to children at different stages. The second part of the unit explores the range of activities and experiences in which children can be involved to encourage them to eat healthily. In the third part of the unit learners are given the opportunity to develop the skills that are essential for caring for children through planning, preparing and implementing activities for children. In the last part of the unit learners assess the skills they have used during the unit.

Essential resources

Resources for learners to implement activities or experiences to encourage children to eat healthily will be required. If resources are not available learners may be able to complete some of this unit in a practical work setting.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about healthy eating for children	1.1	Describe healthy eating principles for children	<ul style="list-style-type: none"> □ <i>Healthy eating principles</i>: five portions of fruit and vegetables a day; low salt; no added sugar; balanced diet; variety of foods; avoid additives; avoid food colouring; water; low saturated fat; starchy foods for energy
		1.2	Describe healthy eating needs of children aged 0 months-3 years	<ul style="list-style-type: none"> □ <i>Particular needs of children aged 0–3 years</i>: small, frequent meals and snacks; semi-skimmed milk after 2 years; avoid nuts; avoid colouring and additives
		1.3	Describe healthy needs of children aged 3-5 years	<ul style="list-style-type: none"> □ <i>Particular needs of children aged 3–5 years</i>: avoid sweet fizzy drinks; offer starchy food for snacks such as bread for energy; only occasionally offer foods high in sugar and salt for snacks, e.g. cakes, biscuits, crisps, chocolate, sweets; skimmed milk and dairy produce for healthy bones, avoid colouring and additives
2	Know about activities and experiences to encourage children to eat healthily	2.1	Outline activities to encourage children to eat healthily	<ul style="list-style-type: none"> □ <i>Cooking/food preparation activities</i>: types of activity, e.g. making bread, pizzas, sandwiches, wraps, soup, fruit salad, kebabs, meatballs, oat biscuits, smoothies, pancakes □ <i>Experiences</i>: e.g. food tasting; shopping (supermarket, market), farm visits, gardening (growing vegetables/herbs), pick your own fruit, games, creative activities, barbeque

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to plan, prepare and participate in activities to encourage children to eat healthily	3.1	<p>As a team member, plan, prepare and participate in an activity to encourage children to eat healthily and demonstrate:</p> <ul style="list-style-type: none"> • self-management skills • a positive contribution as team member • meeting agreed deadlines • problem-solving skills • safe practice • communication skills 	<ul style="list-style-type: none"> □ <i>Self-management</i>: flexibility; take responsibility, e.g. gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback □ <i>Time management</i>: attendance; punctuality; completing task within agreed timeline □ <i>Team member</i>: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others □ <i>Problem solving</i>: identifying problem, e.g. lack of resources, equipment broken, making suggestions how to solve problems; creative thinking □ <i>Health and safety</i>: hygiene; checking equipment; recognising hazards □ <i>Communication skills</i>: applying literacy skills, e.g. reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities with colleagues, tutor
4	Be able to assess own personal skills in supporting healthy eating activities	4.1	Assess own personal skills in supporting healthy eating activities	<ul style="list-style-type: none"> □ <i>Assess own skills</i>: constructive feedback from colleagues/group members/tutor/supervisor; areas of strength and weakness; setting targets for further development

Information for tutors

Delivery

This unit may be delivered in a class or in a work setting. However it is essential that the learner has practical experience of different types of activities to encourage children to eat healthily. While examples of activities are given in the unit content, activities to encourage children to eat healthily can encompass more than the activities outlined in this unit.

This unit focuses on activities that may be appropriate for children to encourage them to eat healthily. Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, seminars, practical workshops, simulations, external trips and guest speakers. As many practical activities should be included as possible to help learners relate to the content of the unit. In this unit the learner's personal skills will be assessed through planning and implementing a healthy eating activity with a group. Learners will need to have a working knowledge of the health and safety issues related to food preparation and activities with children.

To introduce the unit tutors could assess learners' knowledge of the principles of healthy eating by using a quiz. The quiz could be marked as a whole-group activity, generating discussion. The key features of a healthy diet could be collated on the board/flip chart.

To gain an understanding of how to apply the principles of healthy eating to younger and older children, a mixture of tutor-led input and individual learner research is required. Small-group work could focus on the specific dietary needs of children aged 0–3 years and 3–5 years using websites, books and journals. Each group could present their findings to the other learners in the form of a suitable day's menu for a child, to include all meals, drinks and snacks. These menus could be incorporated into posters of weekly menus for children aged 0–3 years and 3–5 years which could be displayed in the classroom.

A dietician may be invited to talk to the group to help to consolidate learning. Learners could prepare questions to ask the speaker about what is needed and what should be avoided to ensure that diets for babies and young children.

For learning outcome 2, learners need to be introduced to a wide range of possible activities and experiences which could encourage children to eat healthily. This may be achieved in a variety of ways. Learners could conduct paired research using websites and prepare factsheets of their findings for other learners. Visits to different childcare settings to observe, and if possible participate in, activities and experiences to encourage children to eat healthily would help learners to relate theory to practice. A practitioner from a childcare setting could be invited as a guest speaker to share ideas about possible activities and experiences which would be suitable for children of different ages.

Learners could be encouraged to keep a record of appropriate activities which will help them to meet the requirements of assessment criterion 2.1.

For learning outcome 3, learners should be involved in selecting an activity to encourage children to eat healthily for their team to plan. Teams could be made up of around three to five people.

Learners could work in groups to design a checklist to use to record when and how they use personal skills during planning, preparing and participating in the activity.

A group discussion could follow to clarify the personal skills required and draw up an agreed checklist.

In their team, learners can discuss possibilities for tasks and decide which tasks are manageable, achievable and match the skills and interests of the team members in 'what if?' scenarios. Learners could agree an action plan which involves contributions from all team members.

Implementation of each of the activities could take the form of role play with other members of the group taking the part of the children. This would provide further opportunity for individuals to demonstrate personal skills such as communication, problem-solving skills, safe practice. The whole group could be involved in peer assessment of communication skills which would be helpful for learners when completing a self-assessment of their personal skills for assessment criterion 4.1.

Alternatively, it may be possible for learners to participate in healthy eating activities with groups of children. Witness statements or a checklist signed by tutors or supervisors recording the learner's use of personal skills could provide evidence towards 3.1.

Learners should be encouraged to analyse their own performance in the team task for 4.1 using evidence from their checklist. Learners should concentrate on their own personal skills as a member of the team rather than how well the outcome was achieved.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Tutor-led discussion on how we communicate, and how adults communicate with children.

Activity – tutor demonstration of different forms of communication including verbal, non-verbal and active listening and how adults use these when communicating with children.

Practical activities to reinforce understanding of different forms of communication including, e.g. charades, pictionary.

Guest speakers – parents with children. Learners encouraged to observe and, where possible, communicate with children playing.

Assessment: learner to produce notes on different forms of communication for their future reference (learning outcome 1).

Tutor-led discussion on how children communicate with each other.

Learners observe how children communicate with each other through observing and analysing video clips of children playing and case studies or through visits to childcare settings. Learners encouraged to discuss observations.

Assessment: learners to record how children communicate with each other (learning outcome 2).

Topic and suggested assignments/activities

Tutor-led discussion on how adults can interact and communicate with children and why communication may be different for children of different ages.

Practical: learners to devise a checklist to use when observing adults interacting and communicating with children.

Practical: observation of effective interaction and communication through watching videos and discussing them or through a visit to a childcare setting.

Practical: learners to be given scenarios of where adults need to interact and communicate with children. Learners to decide how they would communicate with the child and present this to the rest of the group.

Assessment: learners to provide evidence of the different methods adults use when interacting with children and why communication differs for children of different ages, e.g. observation notes from guest speakers, use of checklist (learning outcome 3).

Assessment feedback and review of unit.

Assessment

For assessment criterion 1.1, learners need to include information about the principles of healthy eating that apply to children. Assessment criteria 1.2 and 1.3 could be demonstrated by giving details of suitable snacks, meals and drinks for one day for a child aged 0–3 years and a child aged 3–5 years. This could be in the form of a leaflet for parents or a poster.

To meet assessment criterion 2.1, learners need to give brief details about different cooking/food preparation activities to encourage children to eat healthily.

Assessment criterion 3.1 may be evidenced through witness testimonies, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. The learner must be able to demonstrate that they have developed each of the personal skills stated in the criterion and content. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification. It is not necessary for children to be present during the activity.

Learners must assess their own performance in the team task for assessment criterion 4.1, using evidence from their checklist. Learners should concentrate on their behaviour and skills as a member of the team rather than how well the outcome was achieved.

Suggested resources

Books

Ardito P, Witenky A, Byrnes S – *Healthy Snacks for Kids: Recipes for Nutritious Bites at Home on the Go (Knack: Make it Easy Cooking)* (Knack, 2010)
ISBN 9781599219172

Baily M – *Healthy Eating Choices (Healthy Kids)* (Child's World, 2013)
ISBN 9781623235406

Pantley E – *The No-Cry Picky Eater Solution: Gentle Ways to Encourage your Child to Eat – and Eat Healthily* (McGraw-Hill Contemporary, 2011)
ISBN 9780071744362

Websites

www.allkids.co.uk/kids-healthy-eating/index.html	All Kids online magazine
www.bbc.co.uk/health/treatments/healthy_living/nutrition/index.shtml	BBC – advice on nutrition and healthy eating
www.childrensfoodtrust.org.uk/	Children’s Food Trust
www.nhs.uk/Livewell/healthy-eating/Pages/Healthyeating.aspx	NHS choices – advice on healthy eating
www.nutrition.org.uk/	British Nutrition Foundation

Unit 10: Keeping Children Safe

Unit code: J/502/3377

Level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

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

Unit introduction

Everyone caring for children needs to have sound knowledge of all areas of child safety to provide a secure environment in which children can grow and develop safely.

Child safety concerns not only the prevention of accidents but also how to protect children from infection and, importantly, measures to keep children safe if abuse is suspected. Caring for children requires essential knowledge of all these aspects of child safety.

This unit aims to develop learner knowledge and understanding in these key areas as well as building up personal skills such as self-management and time management, contributing to a team, problem solving, working safely and communication which are essential for work.

For learning outcome 1, learners will investigate safety measures and safety equipment used to prevent accidents and injury to children.

For learning outcome 2, learners will learn about how infection may be spread and apply this knowledge to explore the hygiene measures that need to be taken to protect children from infection.

Indicators of abuse and the procedures to follow if abuse is suspected are covered in learning outcome 3.

For learning outcome 4, learners are given the opportunity to develop the personal skills that are essential for caring for children through planning a safe environment for children.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to keep children safe from accidents and injury	1.1	Identify ways to keep children safe from accidents and injury	<ul style="list-style-type: none"> □ <i>Safety measures</i>: adult/child ratios; supervision; risk assessment, safety checks secure doors and gates; procedure in case of fire; storage of hazardous materials; safety rules, e.g. walk inside, carrying scissors with blades closed; first aid knowledge □ <i>Safety equipment</i>: safety equipment for young children, e.g. gates, harnesses in high chairs; safety equipment for activities, e.g. helmets for cycling; check equipment before use – risk assessments
2	Understand how to protect children from infections	2.1	Explain ways to protect children from infections	<ul style="list-style-type: none"> □ <i>Spread of infection</i>: by poor handwashing practice; by coughing and sneezing without covering the nose and mouth; eating food or drink which is not stored or prepared properly; through a cut or break in the skin; poor ventilation; unclean environment, e.g. toilets, kitchen surfaces; contaminated body fluids □ <i>Hygiene measures</i>: types of hygiene measures, e.g. correct handwashing procedure by adults and children (after: using the toilet, nappy changing, dealing with body fluids, messy activities, before: preparing food, eating); storing food according to instructions; defrosting food thoroughly; use food by 'use-by' date; preparing raw meat separately from other food; cook thoroughly; covering cuts; good ventilation; daily cleaning (kitchens, toilets, wash rooms); cleaning of nappy changing mat between nappy changes; wearing gloves to change nappies; disposing of nappies in covered bins; dealing with spillages of blood and body fluids (washing body fluids off skin with soap and water, wearing gloves, using paper towels to absorb spillage, using disposable cloth to wash soiled area with hot water and detergent; disposing of paper towels and cloths in double disposal bag, sealing bag)

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to keep children safe if abuse is suspected	3.1	Identify possible indicators of abuse	<ul style="list-style-type: none"> □ <i>Possible indicators of abuse</i>: physical abuse, e.g. finger grip bruising, bite marks, fractures, cigarette burns; emotional abuse, e.g. withdrawn behaviour, lack of confidence; sexual abuse, e.g. difficulty sitting, knowledge about sexual matters inappropriate to age, fears/nightmares; neglect, e.g. underweight for age, constant hunger, poor hygiene, inappropriate clothing
		3.2	Describe procedures to follow if child abuse is suspected	<ul style="list-style-type: none"> □ <i>Procedures for suspected abuse</i>: safety of the child is paramount; listen to what the child says; reassure the child; make accurate records; only record facts; report to supervisor/manager if appropriate; report to local social services, NSPCC or police; confidentiality (do not share information with others) □ <i>Safe working</i>: safety when giving personal care to children

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to plan a safe environment for children	4.1	<p>As a team member, plan to care for a child aged 0–3 years or 3–5 years in a home environment and demonstrate:</p> <ul style="list-style-type: none"> • self-management skills • a positive contribution as team member • meeting agreed deadlines • problem-solving skills • safe practice • communication skills 	<ul style="list-style-type: none"> □ <i>Children:</i> 0–3 years, 3–5 years □ <i>Planning:</i> consider age/stage of development of children; individual needs, e.g. health, abilities; safety measures; safety equipment; hygiene measures; personal hygiene; supervision of personal care routines; food preparation; toys and play equipment; supervision of play indoors and outdoors □ <i>Self-management:</i> flexibility; taking responsibility, e.g. gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback □ <i>Time-management:</i> attendance; punctuality; completing task within agreed timeline □ <i>Team member:</i> respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others □ <i>Problem solving:</i> identifying problem, e.g. lack of resources, equipment broken, making suggestions how to solve problems; creative thinking □ <i>Health and safety:</i> checking equipment, recognising hazards □ <i>Communication skills:</i> applying literacy skills, e.g. reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities with colleagues, tutor

Information for tutors

Delivery

A wide range of delivery methods may be used for this unit, including tutorials, presentations, videos, worksheets and internet sources. As many practical activities as possible should be included to help learners relate to the content of the unit. In this unit learners will need to demonstrate personal skills working as a member of a team to plan a safe environment for a child in a home setting.

The tutor could start delivering this unit by asking learners to consider situations when they felt unsafe. This would generate discussion and help learners to understand that safety concerns protection from infections and abuse, as well as the prevention of accidents and injury.

For learning outcome 1, a guest speaker could be invited, such as an early years practitioner, a childminder or an after school worker to speak about the procedures followed in their setting for keeping children safe from accidents and injury.

The need for risk assessment could be explored through a practical activity. Learners could complete a risk assessment of their study centre/classroom as if it were a crèche for young children. Learners could work in pairs to identify hazards and make suggestions for ways of minimising risk.

Learners could conduct paired research using websites and books to find out about the safety equipment available to protect children from accidents and injury. They could then prepare factsheets of their findings for other learners. Visits to different childcare settings to observe safety precautions would help learners to relate theory to practice.

Learning outcome 2 could be introduced with a quiz to assess learners' knowledge of how infection is spread. The quiz could be marked as a whole-group activity, generating discussion. The key features could be collated on the board/flip chart. Learners could work in groups to discuss scenarios relating to caring for children, for example baking activities with children, caring for a child with a cold, to identify situations where infection may be spread which will consolidate knowledge.

To gain an understanding of how to prevent the spread of infection when caring for children a mixture of tutor-led input and individual learner research is required. Small-group research using websites, books and journals could focus on measures required in different situations, for example food preparation, toileting, disposal of waste. Each group could present their findings to the other learners in the form of a presentation or PowerPoint.

Analysis of the hygiene procedures of different childcare settings and visits to settings to observe hygiene routines and measures would enable theory to be linked to practice.

When discussing child abuse, tutors need to be aware of the sensitivity of this subject, as learners' previous experiences may be revived. The possible indicators of child abuse for learning outcome 3 may be introduced by a guest speaker such as a social worker who is responsible for child protection. Whole-group discussion could follow to consolidate knowledge.

Whole-group analysis of scenarios where abuse is suspected and discussion of 'What would I do?' will help learners to understand the responsibilities of adults who care for children to know possible indicators and how to report suspicions to keep children safe.

Learners could work in small groups to examine the procedures of settings in relation to giving personal care to children. Tutor-led discussion could follow to focus on both the importance of protecting children from abuse and protecting adults from allegations.

To introduce learning outcome 4, tutors could use a whole-group discussion to assess learners' knowledge of their personal skills. The required skills could be made into a checklist which can be used to record when and how learners use personal skills for assessment criterion 4.1.

Learners should be involved in selecting the age of the child to plan how they would keep the child safe in a home environment. Tutors could provide case studies of different children to help learners make their selection, for example a four year old living in a first floor flat, a baby living in a house on three floors with a garden.

Learners can discuss how they are going to present their plans, possibilities for tasks and decide which tasks are manageable, achievable and match their skills and interests in 'What if?' scenarios. Learners could then agree an action plan.

Groups could research their plans using the internet, books and journals.

Learners can present their plans to the rest of the group; this may be a display, a poster, a PowerPoint presentation. This would provide further opportunity for learners to demonstrate personal skills such as communication, problem solving and health and safety.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led delivery on keeping children safe from accidents and injury and safety measures to be followed.

Practical – tutor demonstrates and learners role play fire evacuation procedure.

Practical – learners investigate safety policies and procedures from different childcare settings. Each group chooses a different procedure and makes a presentation to group.

Group work – learners research safety equipment using internet, journals, books.

Assessment: learners record ways to keep children safe from accidents and injury (learning outcome 1).

Topic and suggested assignments/activities

Tutor-led delivery on cross infection.

Practical – tutor demonstrates correct handwashing techniques and learners practise handwashing using a light box.

Practical – learners visit childcare settings to observe hygiene measures.

Group work – research hygiene measures. Each group to choose a different aspect and present findings on posters.

Assessment: write up ways to protect children from infections (learning outcome 2).

Tutor-led discussion on possible indicators of child abuse.

Visit from a guest speaker such as a social worker who is responsible for child protection. Learners prepare questions to ask.

Practical – tutor provides 'What would I do if?' scenarios for learners to discuss in small groups and feed back to the rest of the group.

Assessment: learners write up possible indicators of abuse and procedures to follow if child abuse is suspected (learning outcome 3).

Tutor-led discussion on planning safe environments for children of different ages.

Tutor-led discussion of personal skills needed when planning. Learners to devise a way of recording when they used these skills.

Practical – using resources, e.g. internet, journals to research a home environment for a child to keep them safe.

Assessment: learners to show evidence of planning for caring for a child in the home environment and evidence of personal skills (learning outcome 4).

Assessment feedback and review of unit.

Assessment

Assessment criteria 1.1, 2.1, 3.1 and 3.2 may be linked together in one assignment task. Learners could be asked to provide guidance notes for an adult who is planning to care for children.

For assessment criterion 1.1, learners will need to identify different examples of pieces of safety equipment and different safety measures used to keep children safe from accidents or injury.

To meet assessment criterion 2.1, learners will need to identify different hygiene measures and give brief details of how each measure will protect children from infections.

For assessment criterion 3.1, learners will need to identify possible indicators of physical, sexual and emotional abuse and neglect.

To meet assessment criterion 3.2, learners will need to describe briefly what they need to do if they suspect abuse. This may be evidenced as a response to a case study.

Assessment criterion 4.1 may be evidenced through photographs of displays, video footage of presentations, witness testimonies, self-assessment checklists and/or one-to-one discussions with the tutor. Learners must be able to demonstrate that they have developed each of the personal skills stated in the content and criterion and understanding of how to protect a child from infection and injury. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Suggested resources

Books

Lindon J – *Safeguarding Children and Young People: Child Protection 0-18 years, 2nd Edition* (Hodder Arnold, 2008) ISBN 9780340947401

Minett P – *Child Care and Development, 6th Edition* (Hodder Education, 2010) ISBN 9781444117134

Websites

www.gov.uk/government/organisations/department-of-health	Department of Health. handwashing guidance, posters
www.hpa.org.uk	Public Health England – handwashing guidance, posters
www.kidscape.org.uk	Kidscape – charity established to prevent bullying and child sexual abuse.
www.nhs.uk/livewell/healthy-eating/pages/healthyeating.aspx	Food Standards Agency
www.nspcc.org.uk	NSPCC
www.publichealth.hscni.net	Public Health Agency

Unit 11: Valuing Children as Individuals

Unit code: L/502/3378

Level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

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

Unit introduction

When caring for children it is essential to understand the importance of valuing them as individuals.

Learning outcome 1 explores how children are valued as individuals, the importance of valuing children and the effects on children of not being valued by adults who care for them.

Learning outcome 2 will help learners to understand how to communicate with children of different ages in ways that make them feel valued. Adults who care for children show children that they are valued and respected as individuals by the way they behave towards them. Adult behaviour which values children is also explored in this part of the unit.

Learning outcome 3 explores confidentiality issues and the importance of maintaining confidentiality in work with children.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of valuing children	1.1	Explain why it is important to value children	<ul style="list-style-type: none"> □ <i>Effects of being valued</i>: feeling included; achievement; contentment; positive behaviour □ <i>Effects of not being valued</i>: feeling excluded; made to feel different; under achievement; behaviour, e.g. withdrawn, angry
		1.2	Explain how to value children	<ul style="list-style-type: none"> □ <i>Valuing individuals</i>: individual needs; treating all with equal concern; celebrating differences; respecting culture; respecting religion; respecting opinions; avoiding making assumptions; avoiding stereotyping
2	Know how to value children	2.1	Describe ways to communicate with children aged 0–3 years and 3–5 years to make them feel valued	<ul style="list-style-type: none"> □ <i>Communication</i>: using language and tone which does not undermine; using language appropriate to stage of development; asking children's opinions; listening to children; not shouting; needs of children and young people who use English as an additional language □ <i>Communication which values children aged 0–3</i>: non-verbal, e.g. eye contact, smiling, nodding, waiting for response, listening carefully; verbal, e.g. speaking to children at their height, speaking clearly, using words children will understand, gentle tone, not criticising their use of language □ <i>Communication which values children aged 3–5</i>: giving full attention, eye contact, smile, nodding, waiting for response, listening carefully, speaking to children at their height, speaking clearly, using words and sentence structures children will understand, gentle tone, not criticising their speech, asking for opinions and suggestions

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Describe adult behaviour which values children	<ul style="list-style-type: none"> Adult behaviour which values children: respectful relationships; including all children; understanding individual differences; impartiality; consistency; giving choices; praise; encourage; enable independence; have expectations appropriate to stage of development
3	Understand how to support the child's right to confidentiality	3.1	Identify confidential information	<ul style="list-style-type: none"> Confidential information: personal details; private information, e.g. family structure, health information; photographs
		3.2	Describe ways in which information about a child is kept confidential	<ul style="list-style-type: none"> Requirements for confidentiality: privacy for conversations; use of computers; legal requirements, e.g. Data Protection Act 1998, Human Rights Act 1998; permission for taking photographs; policies of work setting, e.g. storing information, sharing information; information stored on a computer
		3.3	Explain the effect on the child if confidentiality is broken	<ul style="list-style-type: none"> How confidentiality can be breached: disclosing information about someone i.e. talking with colleagues, friends, or carers, leaving files open for others to read; taking files/information home, writing information in notes that are inappropriate, gossiping, taking photographs without permission Effects of breaches of confidentiality: child or young person may lose respect; lose trust, feel vulnerable, be open to bullying, be embarrassed; effect on relationships; child may be put at risk

Information for tutors

Delivery

A wide range of delivery methods may be used for this unit, including tutorials, presentations, videos, worksheets, internet sources. As many practical activities as possible should be included to help learners relate to the content of the unit.

The tutor could start delivering this unit by asking learners to consider what makes them feel valued as individuals. Key points could be collated on the board/flip chart.

Tutors could provide different scenarios which describe situations where children are treated differently from others or not shown respect for being individual, for example shown favouritism, excluded from an activity, opinions ignored, stereotyped, religion not respected. In pairs learners could discuss these scenarios by considering 'how would this have made me feel?' This could generate discussion about how feelings are affected if children do not feel valued and help learners to understand the importance of valuing individual differences. Learners may refer to their own experiences which will make the content of the unit relevant to them.

The effects on children's behaviour when they are excluded or made to feel different can be explored through role play.

Learning outcome 2 can be introduced by inviting a guest speaker such as an early years practitioner or a childminder to speak about the ways adults develop respectful relationships with children, communicate and provide an environment where they are valued. Learners could prepare questions to ask the speaker.

Following the talk, learners could work in groups to consider aspects of adult behaviour and communication. Learners could feed back to the whole group and a tutor-led discussion could collate their findings to develop a checklist. Learners could use the checklist to identify communication skills and positive adult behaviour to analyse videos of adults caring for children. It may be possible for learners to visit childcare settings to use the checklist while observing the environment, activities and adults interacting with children.

Practical activities such as role play of circle time or a group activity using a Persona doll would provide further opportunities for developing learner understanding of ways adults need to communicate and behave to value children.

Learning outcome 3 could be introduced by providing group members with a sheet of paper and an envelope. All members of the group need to write down some personal information they do not wish anyone to know. The paper is then placed in the envelope and sealed. The learners need to write their name on the envelope before they are collected by the tutor. This could generate discussion about feelings of vulnerability and embarrassment if the information was seen by others. The envelopes should be shredded in the classroom or returned to learners for them to destroy.

The tutor could give learners some information about children, for example Mia's father is in prison, Connor's mother has mental illness, Jo, aged five, wets the bed, a photograph of a child in the bath, to discuss how breaches of this confidential information may affect the child. Learners could present their findings to the group.

Ways in which confidentiality may be breached could be explored through discussion of case studies. This would lead to discussion about ways to make sure adults who care for children maintain confidentiality.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and programme of learning.

In groups, learners discuss what their individual needs are, and feed back to the rest of the group.

Learners assess own feelings about feeling valued. What makes learners feel valued? Learners to provide examples, discuss and write down ideas.

Learners discuss scenarios which illustrate stereotyping, provided by the tutor.

Learners discuss scenarios which illustrate feeling undervalued, provided by the tutor.

Assessment: learners record reasons for valuing children as individuals and how to value children (learning outcome 1).

Tutor-led discussion on communication which values children.

Learners observe communication which values children of different ages by watching videos of different types of communication with children, for example non-verbal communication, baby signs, Makaton.

Practical – learners practise ways to communicate with children of different ages to show value. Learners carry out role-play exercises to communicate appropriately.

Tutor-led discussion on adult behaviour which values children.

A short talk and question and answer session by a practitioner who works with children about how adults value children in their work. Learners to prepare questions to ask.

Practical – learners plan behaviour codes for adults caring for children of different ages.

Assessment: learners record ways to communicate with children 0–3, 3–5, to make them feel valued, and adult behaviour which values children (learning outcome 2).

Tutor-led discussion on components of confidential information.

Confidentiality game: encourage learners to write something about themselves on a piece of paper, for example favourite colour, name of pet. Learners enclose the paper in an envelope with their name on and seal it down. Whilst continuing other activities in the session, learners pass the envelopes around, firstly to their neighbour, then someone on their table, then someone on a different table. Ground rules: no one is allowed to open envelopes. Learners can assess how confidential information may travel from one person to another. Game can act as a visual demonstration to learners of the importance of keeping confidentiality.

Tutor to provide scenarios showing the effects of breaches of confidentiality on children and young people, for learners to discuss in groups.

Assessment: learners design posters to demonstrate which information about children is confidential, ways in which this information is kept confidential and the effect on the child if this confidentiality is broken (learning outcome 3).

Assessment feedback and review of unit.

Assessment

Assessment criteria for this unit may be linked together in one assignment task.

Learners could be asked to provide guidance notes for an adult who was planning to start caring for children or as a booklet or poster from the viewpoint of children 'What we need to make us feel respected'.

To meet assessment criteria 1.1 and 1.2, learners need to give reasons why adults need to value children and different ways adults can value children.

For assessment criterion 2.1, information must be included about at least two different ways adults need to communicate with children aged 0–3 years and two different ways adults need to communicate with children aged 3–5 years which makes them feel valued.

To meet assessment criterion 2.2, learners will need to give a brief description of at least two ways adults need to behave to show that children are valued.

For assessment criterion 3.1, learners need to identify different types of confidential information. For 3.2, learners need to give a brief description of different ways adults who care for children can make sure confidential information about children is kept safe. To meet assessment criterion 3.3, learners will need to make clear how a child may be affected if confidentiality is broken.

Examples may be given to support all the criteria in this unit.

Suggested resources

Books

Mortimer H – *Listening to Children in Their Early Years* (QED, 2007) ISBN 9781898873525

Walker M – *A Practical Guide to the Early Years Foundation Stage* (Nelson Thornes, 2012) ISBN 9781408515396

Wilcock L – *The Early Years Foundation Stage in Practice* (Practical Pre-School Books, 2nd edition, 2012) ISBN 978-1907241253

Websites

www.nspcc.org.uk

NSPCC

www.persona-doll-training.org/

Training on the use of Persona dolls

Unit 12:

Children's Learning through Everyday Experiences

Unit code: R/502/3379

Level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to introduce the learner to the skills required to promote young children's play and learning in their own home.

Unit introduction

In this unit, learners will learn about everyday experiences and routines in the home which can be used to promote children's learning. Learners will identify these experiences, understand what learning is taking place and consider how they can extend the experience to encourage development.

Learners will look at the role of the adult when children are involved in these experiences and how they can use everyday experiences and routines to enhance the child's learning.

Learners will gain an understanding of how they can help children aged 0–3 years and identify the appropriate level of learning and extension required. This will be achieved through given scenarios.

The importance of talking to children is implicit throughout the unit. Learners need to be able to use language to extend, recall, reinforce and introduce new words to the child's vocabulary.

At all times learners must remember that, whatever experience is used, the child will be safe and not harmed in any way.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand what children learn from everyday experiences	1.1	Identify everyday experiences	<ul style="list-style-type: none"> □ <i>Cooking</i>: sequencing, e.g. what needs to be put into the bowl first; weighing the ingredients; different utensils and tools; language e.g. the appropriate words for things; counting, e.g. how many apples are needed to make a pie; spacial awareness, e.g. putting ingredients into the bowl □ <i>Preparing food</i>: counting, e.g. the number of vegetables needed for the family; colour, e.g. shades of the red tomatoes; textures, e.g. smooth, rough; taste, e.g. sweet, sour, strong; language, e.g. likes, dislikes, allergies □ <i>Setting the table</i>: counting e.g. how many people will be sitting down to the meal; matching, e.g. knives, forks, spoons; colour, e.g. table cloth, placemats, cups, plates □ <i>Getting dressed or changed</i>: labelling body parts, e.g. feet, legs, head; naming items, e.g. types of clothes i.e. trousers jumpers; independence, e.g. self-help skills i.e. letting them try to dress themselves; different fastening, e.g. buttons, zips, Velcro; colour-matching, e.g. socks, blue jumper – blue trousers □ <i>Helping tidy up</i>: sorting e.g. by colour, size, shape; naming, e.g. the toys going into the toy box; counting, e.g. how many cars have gone in the toy box; concept of time, e.g. when is it time to tidy up? □ <i>Washing</i>: sorting, e.g. dirty washing into the machine and out again by colour; sequencing, e.g. hanging out the washing on a line; matching, e.g. pairs of socks, colour, by type, i.e. all the T-shirts; spacial awareness, e.g. is there enough room on the washing line?
		1.2	Explain what children learn from everyday experiences	

Learning outcomes		Assessment criteria		Unit amplification
				<ul style="list-style-type: none"> □ <i>Making shopping lists:</i> writing skills, e.g. copying from the main list; picture shopping lists, e.g. before the child can write; memory and recall skills, e.g. asking the child to remember something they need to buy □ <i>Putting shopping away:</i> sorting, e.g. putting all the carrots in the basket; counting e.g. all the tinned food; recognition, e.g. labelling, colour, types of food; memory skills, e.g. where things go □ <i>In the garden:</i> growing, e.g. flowers, vegetables; knowledge and understanding of outside world, e.g. how things grow; looking at creatures □ <i>Visiting friends:</i> socialising, e.g. play with other children, being with other adults □ <i>Going for walks:</i> counting, e.g. steps, buses, cars, houses; colours e.g. front doors, cars, flowers; thought processes and routines, e.g. shopping routine □ <i>Trips:</i> local parks; open spaces; areas of natural beauty/unfamiliar to child, e.g. beach, city, holidays □ <i>Shopping:</i> counting, e.g. how many apples, how many people in the queue; colours, e.g. fruits; selection, e.g. objects from the shopping list, picking objects from the shelves; interactive processes; turn taking; money, e.g. how much □ <i>Visiting familiar places:</i> health centre, e.g. direction, naming people; school/pre-school e.g. recall, recognition of people □ <i>Travelling:</i> e.g. by bus, by car, by train, by plane, by ferry □ <i>Sensory experiences:</i> touch, e.g. different textures i.e. rough, smooth; feel, e.g. soft, hard; smell, e.g. sweet, sour, strong, light; noise, e.g. loud, quiet, language, music

Learning outcomes		Assessment criteria		Unit amplification
2	Know the role of the adult when children are involved in everyday experiences	2.1	Describe the role of the adult when children are involved in everyday experiences	<ul style="list-style-type: none"> □ <i>Encouragement</i>: time, e.g. allowing time for the child to take part; verbal praise, e.g. well done; physical praise, e.g. hug; reward, e.g. eating the biscuits they have helped make; visiting a place of their choice □ <i>Language</i>: listening, e.g. what words are being used; introduction, e.g. new words, alternative words, description, e.g. commentary on what is being done; investigative questioning, e.g. why, what, how, when, where □ <i>Stimulating environment</i>: planned experiences, e.g. going on a visit; unplanned experiences, e.g. everyday experiences that can provide a learning activity; interesting materials, e.g. introducing different objects into the home; natural resources, e.g. pine cones, sand, water □ <i>Safe environment</i>: equipment, e.g. toys are not broken; the room/s, e.g. clean, electric sockets are covered, windows have locks; kitchen is clean, surfaces are clear, no hanging electric cables, no pet food on the floor; sleeping area, e.g. bed clothing is clean and washed regularly, cot has right size bars, correct type of mattress; outdoor environment; secure boundaries, no sharp objects on ground, stranger danger, protection against natural hazards, e.g. deep water in swimming pools, canal, tidal currents at the sea, dangerous cliffs and rocks, busy roads
3	Know how to help a child aged 0–3 years learn through an everyday experience	3.1	From a given scenario, identify what a child aged 0–3 years could learn from an everyday experience	<ul style="list-style-type: none"> □ <i>Planned experiences</i>: repetition, i.e. experiencing the same activity over and over again; providing sensory experiences, e.g. shape, smell, texture, taste; treasure baskets, e.g. natural objects, non-everyday objects; sounds, e.g. music, action rhymes, singing; routine, e.g. bathing, feeding, shopping □ <i>Non-planned experiences</i>: play, e.g. indoors, outdoors, imaginative play, small world play
		3.2	Describe the role of the adult in helping the child learn during the given scenario	

Information for tutors

Delivery

In this unit learners need to understand the context of learning through everyday experiences. Not all learning is formal and it does not have to take place in an educational setting. Learning can come through experience of the roles of parent, babysitter, nanny or childminder, and can take place in the child's own home, or outside of the child's familiar home environment.

Throughout this unit the tutor needs to ensure that learners understand the different needs of children aged 0–3 years.

Tutors delivering this unit have the opportunity to use a wide range of techniques, including presentations, group work, case studies and DVDs. Practical experience for learners may also be included, if appropriate.

For learning outcome 1, the tutor could start by identifying learning experiences that children could have in their everyday routine. Learners could work in groups to identify the opportunities and activities that children have and then feed this back to the whole group. This could be organised so that the different groups look at this as age ranges 0–1 years, 1–2 years and 2–3 years, linked to learning outcome 3. Once the experiences are established learners will need to understand what learning is taking place. Videos of children's everyday activities in a home setting may be used to help learners identify the learning that is taking place.

For learning outcome 2, learners need to understand the role of the adult in the child's experience and how they can encourage, enhance and extend learning in a safe environment. Videos, case studies or role play may be used with learners. Learners could write up what they would do during the learning, listing how they would interact with the child/children, and how this would help the child/children to learn. Learners need to be able to demonstrate what they could do to enhance and extend the experience for the child/children and adapt the experience for a different age range.

For learning outcome 3, learners need to be able to identify the difference between planned and non-planned experiences. The tutor will need to establish what the difference is. This could take place through a thoughtshower activity with learners giving examples.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Tutor-led discussion – how to identify everyday experiences. What do children learn from everyday experiences?</p> <p>Task: using scenarios or videos of a child's or children's routine(s) learners can identify and describe the opportunities for learning.</p>
<p>Tutor-led discussion – the adult's role when involved with the everyday experiences of children.</p> <p>Either a visit to a childcare setting to see how children learn from their activities, how adults interact with children and influence their experiences, or a visit from someone responsible for caring for children to speak about how they help their child learn from experiences.</p> <p>Assessment: learners to produce notes on everyday experiences, what children learn from them and the role of the adult for future reference (learning outcomes 1 and 2).</p>
<p>Tutor-led discussion – what is the difference between planned and non-planned experiences? How can everyday experiences be adapted for children aged 0–3?</p> <p>Learners to be given scenarios of everyday experiences. Learners to decide what children would learn during the scenario and the role of the adult in helping the child learn.</p> <p>Assessment: tutor to give learners a scenario of an everyday experience. Learners to identify what a child could learn from an experience and the role of the adult in helping the child learn (learning outcome 3).</p>
<p>Assessment feedback and review of unit.</p>

Assessment

The assessment criteria for this unit could be assessed in three parts.

To meet 1.1, learners will need to identify everyday experiences. This should include at least one experience in the home and at least one outside the home. To meet 1.2, learners will need to explain what children learn from these everyday experiences. To meet 2.1, learners will need to include a description of the role of the adult when the child/ren is involved with the experience. These three criteria could be assessed together through one assignment, for example in the form of a resource file.

To meet 3.1, learners will need to identify what a child aged 0–3 years could learn from a given everyday experience and to meet 3.2, learners will need to identify and describe the role of the adult in helping the child learn. These can be assessed either through learners' practical experience or through a case study.

Suggested resources

Books

Minett P – *Child Care and Development, 6th Edition* (Hodder Education, 2010)
ISBN 9781444117134

Sheridan M – *From Birth to Five years: Children's Developmental Progress*
(Routledge, 2007) ISBN 9780415423656

Sheridan M, Harding J and Meldon-Smith L – *Play in Early Childhood: From Birth to Six Years* (Routledge, 3rd Edition, 2010) ISBN 9780415577908

Websites

www.childmindinghelp.co.uk	Resources, information and help
www.literacytrust.org.uk	Articles on how to support children's language
www.ncma.org.uk	Promotes and supports childminders
www.preschoolrainbow.org/preschoolers.htm	Activities for children – songs, rhymes and finger plays

Unit 13: Physical Activities for Children

Unit code: R/502/3382

Level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

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

Unit introduction

Physical activities are essential to the health, development and wellbeing of children. It is important, therefore, for people caring for children to know about suitable physical activities to be able to provide a range of appropriate and challenging experiences for them. Ensuring children are safe during physical activities is essential and in this unit learners will explore the measures that need to be taken to ensure children are protected during activities.

This unit aims to develop knowledge and understanding in these key areas as well as building up essential skills such as self-management, time management, contributing to a team, problem solving, working safely and communication.

For learning outcome 1, learners will investigate the possible physical experiences that can be provided for children of different ages in both the indoor and outdoor environment, and the health benefits provided by physical activities. Learning outcome 2 introduces safety issues and the measures that adults need to take to ensure that children can enjoy physical activities safely. Learning outcome 3 gives learners the opportunity to develop personal skills through planning and preparing physical activities for children.

Essential resources

Learners need access to equipment and resources required for different types of physical activities.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about physical activities for children	1.1	Describe physical activities for children 0–3, 3–5 years	<ul style="list-style-type: none"> □ <i>Physical activities for children 0–3 years:</i> indoor and outdoor opportunities; toys; resources; opportunities for activities, e.g. crawling, rolling, walking, running, climbing, pushing toys, riding a tricycle, kicking a ball, throwing a small ball, building with large bricks, moving to music, digging in sand □ <i>Physical activities for children 3–5 years:</i> indoor and outdoor opportunities; resources; opportunities for, e.g. running, climbing, hopping, swinging, balancing, jumping, riding a tricycle, kicking a ball, building with large bricks, catching a ball, using a bat, swimming, digging, dancing
2	Understand the role of the adult when children are involved in physical activities	2.1	Explain the role of the adult when children are involved in physical activities	<ul style="list-style-type: none"> □ <i>Adult role:</i> observation; supervision; giving praise and support; knowing about individual abilities of child or young person; providing safe equipment; checking equipment for faults; using safety equipment; recognising hazards; assessing risk

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to plan and prepare physical activities for children	3.1	<p>As a team member, plan and prepare a physical activity for children and demonstrate:</p> <ul style="list-style-type: none"> • self-management skills • a positive contribution as a team member • meeting agreed deadlines • problem-solving skills • safe practice • communication skills 	<ul style="list-style-type: none"> □ <i>Planning</i>: type of activity; when; where; duration; age group; suitability; equipment needed □ <i>Self-management</i>: flexibility; taking responsibility, e.g. gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback □ <i>Time-management</i>: attendance; punctuality; completing task within agreed timeline □ <i>Team member</i>: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others □ <i>Problem solving</i>: identifying problem, e.g. lack of resources, equipment broken, making suggestions how to solve problem; creative thinking □ <i>Health and safety</i>: checking equipment, recognising hazards □ <i>Communication skills</i>: applying literacy skills, e.g. reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities with colleagues, tutor

Information for tutors

Delivery

This unit may be delivered in a class or work setting. However, it is essential that learners have practical experience of planning physical activities and familiarity with the equipment and resources required for different types of physical activities. While examples of physical activities are given in the unit content, we recognise that physical activities can encompass more than the activities outlined in this unit.

The unit focuses on physical activities that may be appropriate for children of different ages and has been designed to make the key topics practically based wherever possible. In this unit learners' employability skills will be assessed through completion of a teamwork task.

For learning outcome 1, learners need to be introduced to a wide range of possible physical activities and experiences for children 0–3 and 3–5 years.

This may be achieved in a variety of ways. Learners could conduct paired research using websites and prepare factsheets of their findings for other learners. Visits to different childcare settings and playgrounds to observe children of different ages involved in physical activities would help learners to relate theory to practice.

Learners could be encouraged to keep a record of age-appropriate activities and the equipment and resources required for different types of physical activities to help them to meet the requirements of assessment criterion 1.1.

Learning outcome 2 could be introduced by inviting a guest speaker such as a practitioner from a childcare setting or an after school club to explain the importance of observation and supervision of children when they are involved in physical activities. Learners could prepare questions to ask the speaker about how risk is assessed and managed before and during physical activities with children.

Learners could work in groups to analyse videos of children involved in different physical activities to identify the measures adults need to take to ensure the children's safety. Tutor-led discussion could follow to clarify the role of the adult when children of different ages are involved in physical activities.

Learners could participate in a physical activity, such as a ball game, and with tutor support undertake the required risk assessment which would help to link theory to practice.

Visits to different settings to observe the measures taken by adults to ensure children's safety would further consolidate learning.

To introduce learning outcome 3, tutors could assess learners' knowledge of the teamworking skills required to provide physical activities for children. This could be achieved by giving learners a scenario such as an obstacle course for a group of six children aged 3–5 in an outdoor area. Learners could work in small groups to decide how to plan and implement the activity. Each group could present their findings which would generate discussion on the teamworking skills required to plan, prepare and implement a successful activity. The key features of teamwork could be collated on the board/flip chart. The required teamworking skills could be agreed by the whole group and made into a checklist which can be used to record when and how they use teamworking skills for assessment criterion 3.1.

Learners should be involved in selecting a physical activity for a group of children for their team to plan. Teams could be made up of around three to five people.

Tutors could provide scenarios to include different ages of children and situations to help groups make their selection.

In their team, learners can discuss possibilities for tasks and decide which tasks are manageable, achievable and match the skills and interests of the team members in 'What if?' scenarios. Learners could agree an action plan which involves contributions from all team members.

Groups can present their plans for the physical activity to the rest of the group and set up the required equipment. It may be possible for the group to implement the activity with the rest of the group participating. This would provide further opportunities for learners to demonstrate employability skills such as communication, problem solving and health and safety.

Also, it may be possible for learners to participate in physical activities with groups of children. Witness statements or a checklist signed by tutors or supervisors recording learners' use of employability skills could provide further evidence towards 3.1.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led discussion – range of physical play activities for children indoors and outdoors.

Practical – group task. Learners research physical activities using resources, e.g. internet, journals.

Assessment: learners provide information on physical activities for children aged 0–3 and 3–5 years (learning outcome 1).

Tutor-led discussion on the role of the adult in supervising children's physical play.

Learners visit a childcare setting, or watch videos to observe children involved in physical activities.

Practical – in pairs learners discuss scenarios provided by the tutor of safe and unsafe physical play situations and then feed back to the group.

Assessment: record the role of the adult during children's physical activities (learning outcome 2).

Tutor-led discussion on planning a physical activity and the skills needed.

Learners to devise a way of recording their personal skills.

Learners research children's physical activities using the internet, journals.

Learners practise preparing and setting up physical activities for children.

Assessment: learners produce plans for children's physical activities, and are observed preparing the activities. Learners record their personal skills (learning outcome 3).

Assessment feedback and review of unit.

Assessment

For assessment criterion 1.1, learners need to include a brief description of different, suitable physical activities for each of the age ranges. The description will need to outline what is involved in each activity and any resources or equipment required. This may be in the form of a booklet, loose leaf folder or completion of a table.

To meet assessment criterion 2.1, learners need to explain how the adult would need to be involved when children are participating in different physical activities. This could be achieved by adding this information to each of the activities described in 1.1.

Assessment criterion 3.1 may be evidenced through witness testimonies, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. Learner must be able to demonstrate that they have developed each of the skills stated in the content. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Suggested resources

Books

Filer J – *Healthy, Active and Outside: Running and Outdoors Programme in the Early Years* (David Fulton, 2008) ISBN 9780415436526

Hoyle T – *101 Playground Games* (Optimus Education, 2011)
ISBN 9781906517076

Websites

www.bbc.co.uk/parenting

BBC – advice on parenting

www.bigeyedowl.co.uk/

Early years experience – provides ideas, resources and information for parents, carers and teachers of preschool, nursery and Key Stage 1 children (5 to 7 years of age).

www.gameskidsplay.net

Games kids – ideas for games

www.teachingideas.co.uk/pe/contents_games.htm

Teaching ideas – PE games ideas

Unit 14:

Learning Experiences for Young Children

Unit code: Y/502/3383

Level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to introduce the learner to a range of learning experiences suitable for babies, toddlers and pre-school children.

Unit introduction

Throughout this unit learners will develop the skills that are essential for caring for young children including self-management, time management, being an effective team member, working safely, problem solving, communication and IT. These skills will be developed within the context of finding out about and providing learning experiences for young children.

It is essential that learners have significant practical experience of the different types of learning experiences available to children.

Essential resources

Learners need access to a range of different resources for this unit, for example access to musical instruments, different types of table-top games, outdoor equipment. If equipment is not available, learners may be able to complete this unit in a practical work setting.

Alternatively, learners may visit settings to observe the different types of equipment being used with children aged 0–3 and 3–5 years.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about learning experiences for young children	1.1	Describe learning experiences for young children aged 0–3 and 3–5 years	<ul style="list-style-type: none">□ <i>Learning experiences 0–3 years:</i> language, e.g. books, stories, rhymes; music, e.g. singing, listening, moving; treasure baskets; use of household utensils; playing with pram and bath toys; games, e.g. peek-a-boo, table-top games; outdoor activities, e.g. visit to park, shops, seaside□ <i>Learning experiences 3–5 years:</i> books, stories, rhymes and poems; music, e.g. singing, listening, playing, moving; games, e.g. jigsaw puzzles, table-top games, computer software; outdoor activities, e.g. gardening, ball games, kites, parachute games; cooking and baking

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to demonstrate personal skills required for providing learning experiences for young children	2.1	participate in a learning experience for young children and demonstrate: <ul style="list-style-type: none"> • self-management skills • a positive contribution as a team member • meeting agreed deadlines • problem-solving skills • safe practice • communication skills • the use of IT 	<ul style="list-style-type: none"> □ <i>Self-management</i>: flexibility; taking responsibility, e.g. gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback □ <i>Team member</i>: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others □ <i>Time management</i>: attendance; punctuality; completing task within agreed timeline □ <i>Health and safety</i>: outdoors; equipment; children working in groups; taking risks in a safe environment □ <i>Communication skills</i>: applying literacy skills; able to produce clear and accurate records of activities; listening and questioning skills; discussing activities with colleagues, tutor, children □ <i>Problem solving</i>: identifying problem, e.g. lack of materials, materials will not work; making suggestions on how to solve a problem; creative thinking □ <i>Application of IT</i>: basic IT skills, e.g. use of word, email; use of internet search engines e.g. identifying resources, ideas; safe practice, e.g. identify potential hazards, risks
3	Be able to assess own personal skills in providing learning experiences for young children	3.1	Assess own personal skills required for providing learning experiences for young children	<ul style="list-style-type: none"> □ <i>Assess own work</i>: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development

Information for tutors

Delivery

This unit is a practical unit. Learners should provide learning experiences for children and also set up different experiences for children aged 0–3 and 3–5. Throughout this unit learners' personal skills will be assessed.

The unit can be delivered in two ways. The tutor could either hold different sessions focusing on the age group and the types of learning experience appropriate to them, or they could hold different sessions focusing on the experience and then matching the experience to the age group of the children.

Learners could be given the opportunity to visit the local library and choose a selection of books and stories that are suitable for young children within the two age groups. They should then be given the opportunity to read a story to a small group of children, if possible, or to other learners. Learners should also be encouraged to build up a small repertoire of finger rhymes and poems which could be used with children aged 0–3 or 3–5.

Learners should understand that there are four different areas within music, i.e. singing, listening, playing and moving. Using these categories as a base, learners could then build up a small repertoire of songs that are suitable for children of different ages. They could also find music that children may enjoy listening and moving to. Learners should be able to identify simple instruments and have the opportunity to 'play' them, for example xylophone, different types of drum, glockenspiel, bells, chime bars. A visit to a local school or nursery to see the instruments in action could be a valuable experience for learners.

Learners could be given the opportunity to experience a range of different types of games for children. They may be able to bring in games that they have at home to share with other learners. A session may also be spent researching computer games. Several websites have games available for children aged 0–3 and 3–5. Learners could consider the educational value, level of interest, recommended age, etc.

If possible, learners should have the opportunity to experience a range of different outdoor games, for example using a parachute, ball games, 'sport' games, such as egg and spoon race, sack race. Health and safety issues should be discussed. Gardening may also be included in this session, for example planting cress, mustard, seeds, flowers and vegetables.

Opportunities should be made available for learners to gather simple recipes that may be used with children of different ages. These could include making bread, sandwiches, porridge, etc. Discussions during this session should focus on how health and safety are ensured when working with children.

Throughout this unit learners could keep a record of the different types of learning experience they have provided, and for which age groups. This record may be used to provide evidence for 1.1.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Practical – sessions to experience a range of learning experiences suitable for children aged 0–3 and 3–5.

Assessment – record practical sessions undertaken, for example a file with completed products, display, photographic evidence. Learners to include notes with information on resources, health and safety issues and the suitable age range (learning outcome 1).

Tutor-led discussion – identify skills needed for participation in practical sessions.

Practical – create a way to record the skills included in the unit content.

Activity – individual recording of own work skills used in practical sessions and self-assessment. Discussion with tutor to identify areas of improvement (learning outcome 2).

One-to-one tutorial to discuss work skills and self-assessment.

Assessment – evidence of skills identified in assessment criterion 2.1 demonstrated throughout delivery of unit (learning outcome 3).

Assessment feedback, review and evaluation of unit.

Assessment

To achieve assessment criterion 1.1, learners should describe at least two different learning experiences for each of the age groups identified in the unit content (at least four in total). The description could include information about the resources necessary for the experience and the associated health and safety issues. This work may be presented in a variety of different ways, for example a file with photographic evidence and a commentary to support it, a poster or a booklet.

Assessment criterion 2.1 may be evidenced through witness testimonies, observation records, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. Signed witness statements or observation records must be retained for verification purposes. Learners must demonstrate that, by the end of the unit, they have gained each of the personal skills stated in the unit content. It may be helpful for learners to complete a review of their progress at the end of each session. This will then be a valuable source of evidence for 3.1 when they are required to assess their own personal skills.

Assessment criterion 3.1 may be assessed through one-to-one discussions with the tutor/line manager or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

Suggested resources

Books

Brunton P and Thornton L – *The Early Years Handbook: A Comprehensive Guide To Managing Provisions In The Early Years Foundation Stage* (Optimus Publishing, 2007) ISBN 9781905538348

Hobart C and Walker M – *A Practical Guide to Activities for Young Children, 4th Edition* (Nelson Thornes, 2009) ISBN 9781408504864

Williams Browne K and Gordon A – *Beginnings and Beyond: Foundation in Early Childhood Education, 9th Edition* (Delmar, 2013) ISBN 978-1133940531

Websites

www.abcteach.com	Source of free printable worksheets
www.bigeyedowl.co.uk	Guide to information and resources for children's activities
www.child-central.com	Dedicated to child development and learning
www.pitara.com/activities	Source activities for children
www.underfives.co.uk	Pre-school education and learning information and resources

Unit 15: **Engaging Children in a Group Activity**

Unit code: J/502/3380

Level: BTEC level 1

Credit value: 4

Guided learning hours: 30

Unit aim

The aim of this unit is to give learners the skills needed to engage children in group activities.

Unit introduction

In this unit, learners will look at how they can engage children in group activities and will plan activities that encourage children to work together in a group. Learners will also be able to provide resources, space and time for child-led group activities.

This unit will enable learners to use techniques to encourage and engage children in activities and understand why some children may not wish to join in with the activity.

This unit aims to help learners develop the skills required for caring for children, including self-management, time management, contributing to a team, problem solving, working safely and communication. Learners will develop these skills within the context of participating in a group activity suitable for children.

It is essential that learners have significant practical experience of the different types of group activities available to children of different ages.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how children may respond in group activities	1.1	Describe how children may respond in different types of group activities	<ul style="list-style-type: none"> □ <i>Activities:</i> creative, e.g. making a display, story time, music sessions; physical, e.g. gross motor skills, fine motor skills, dance; imaginative play; games
		1.2	Dive reasons why children may not engage in group activities	<ul style="list-style-type: none"> □ <i>Behaviours:</i> quiet child, e.g. one who joins in the activity but needs encouragement to talk; disruptive child, e.g. one who throws tantrums, throwing objects; non-confident child, e.g. child who needs to be encouraged to join the group; attention-seeking, e.g. clinging, answering back, challenging instructions, interrupting activities; observing child, e.g. a child who watches the group activity but does not join in
2	Know how to engage a group of children in activities	2.1	Describe techniques to engage a group of children in activities	<ul style="list-style-type: none"> □ <i>Communication:</i> verbal, e.g. explanation of what is available, what the child would like to do; non-verbal; posture, e.g. sitting at the children's level; taking part, e.g. joining in but not taking over □ <i>Environment:</i> stimulating, e.g. activities are presented in an inviting way, appropriate for the age of children □ <i>Equipment:</i> risk assessment to ensure health and safety procedures are followed □ <i>Adult-led activities:</i> sufficient resources e.g. enough for everyone to take part; space, e.g. for a large group listening to the story time; flexible, e.g. can be changed to accommodate different children in the group □ <i>Child-led activities:</i> provision of resources, e.g. selection of equipment, objects, books, age appropriate; time; space

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to demonstrate personal skills in a children's group activity	3.1	Participate in a group activity for children and demonstrate: <ul style="list-style-type: none"> • self-management skills • problem-solving skills • safe practice • communication skills 	<ul style="list-style-type: none"> □ <i>Self-management</i>: flexibility; taking responsibility, e.g. gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback □ <i>Time management</i>: completing task activity within agreed timeline □ <i>Team member</i>: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others □ <i>Problem solving</i>: identifying problem, e.g. lack of materials, materials will not work; making suggestions on how to solve problems; creative thinking □ <i>Health and safety</i>: safe use of tools and equipment e.g. scissors, needles; non-toxic paints; unsuitable materials, e.g. polystyrene chips, toilet rolls □ <i>Communication skills</i>: applying literacy skills e.g. reading; producing clear and accurate records of activities; listening and questioning skills; discussing activities with colleagues, tutor, children

Information for tutors

Delivery

This unit needs to be delivered in the context of engaging children in a group activity and how learners can encourage them to participate in the activity.

For learning outcome 1, the tutor needs to define what group activities involve and identify a range of different types of activity. Learners need to understand that children working in a group activity may display different kinds of behaviour. Learners need to be able to identify the different behaviours that children show and how they should respond to the child to encourage them to join in and take part in the activity. This could be reinforced by video footage of different behaviour types. Alternatively, this could be carried out as a role-play activity, with each learner playing a different behaviour type within a group activity. They can then discuss what happened and how they felt. This could be completed as small-group tasks then fed back to the whole group.

For learning outcome 2, learners need to know how to engage a group of children in activities. They should look at both verbal and non-verbal communication. This could be linked to Unit 7: *Communication Skills with Children* to reinforce the learning that has taken place. Learners need to know how they can encourage children but not take over the activity. They must show an understanding of their physical relationship with children by sitting at the child's level and not standing over them. Learners need to understand how the environment in which children learn influences their participation of the activity. Learners could visit a setting to look at the visual displays and presentation of the activity resources. If this is not possible, a video showing how a classroom is set out could be used and learners could discuss it. Learners could then plan and make a display in groups. This will give them an opportunity to put in to practice activities covered in this unit. Throughout this unit learners need to demonstrate an understanding of the potential barriers that children may face in group activities. When using equipment learners can demonstrate an understanding of health and safety for themselves and the children. Learners need to understand the difference between adult-led and child-led activities and when they are appropriate, and what the adult's role is in both.

For learning outcome 3, learners must demonstrate personal skills in a children's group activity. If learners are not in a position of undertaking supervised work experience the tutor must make the learning situation as realistic as possible and relate it to the context of engaging children in a group activity. Some of the learning outcome content might be linked to learners' tutorial time. For example punctuality, attendance, completing tasks within agreed timelines and activities involving self-management, working as a team member and problem solving are part of learners' ongoing development. Health and safety and communication skills could be linked to tasks carried out within the unit as a whole.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led discussion – types of group activities for children.

Behaviours of children when in group activities.

Techniques of how to work with children with different behaviour types.

Task – learners watch a video showing children playing in a group; learners to identify how they respond in the group and what the adult can do to engage children.

Assessment: learners record how children may respond in different types of group activities and why some children may not engage in group activities (learning outcome 1).

Tutor-led discussion – how to engage children in group activities and identify barriers that may prevent engagement.

Visit to a setting such as a nursery class or visit from a guest speaker to discuss child-led group activities and adult-led group activities. Learners to prepare questions.

In small groups: plan an activity for a group of children.

Assessment: learner records techniques to engage a group of children in activities (learning outcome 2).

Tutor-led discussion:

- what is self-management?
- what is good time management and how to achieve it?
- why and how to be an effective team member?
- how problems can be solved
- health and safety issues when working with children in a group of different ages
- communication skills required when working with a group of children.

Assessment: learners are observed participating in a children's group activity and demonstrating self-management skills, problem-solving skills, safe practice and communication skills (learning outcome 3).

Assessment feedback and review of unit.

Assessment

To meet criterion 1.1, learners must describe different group activities for children and different types of behaviour that children may show when working together in a group activity.

To meet criterion 1.2, learners must list different barriers that may prevent children from fully engaging in activities.

To meet criterion 2.1, learners must describe different techniques to engage a group of children. The techniques must include reference to at least one child-led and at least one adult-led activity.

To meet criterion 3.1, the tutor must observe and record learners' performances in a real or simulated event based around a group activity designed for children.

The assessment for this unit could be in two parts:

- assessment criteria 1.1, 1.2, 2.1: an assignment combining the assessment criteria with evidence comprising notes based around the role-play or video activities
- assessment criterion 3.1: a tutor observation of learners.

Suggested resources

Books

Minett P – *Child Care and Development, 6th Edition* (Hodder Education, 2010)
ISBN 9781444117134

Sheridan M – *From Birth to Five Years: Children's Developmental Progress*
(Routledge, 2007) ISBN 9780415423656

Websites

www.kidsbehaviour.co.uk

Source of advice on communicating with children

www.literacytrust.org.uk

Articles on how to support children's language

www.preschoolrainbow.org/preschoolers.htm

Activities for children: songs, rhymes and finger plays

Unit 16: **Supporting the Use of IT with Children**

Unit code: **D/502/3384**

Level: **Level 1**

Credit value: **4**

Guided learning hours: **30**

Unit aim

The aim of this unit is to provide the learner with the skills needed to support children using information technology.

Unit introduction

This unit gives learners an introduction in how to support children with their use of information technology. The unit gives learners knowledge of the types of computer-based activities for children aged 3 to 5 years old. This includes activities for pre-reading children and children in Key Stage 1. Across this age range learners need to know about the different adaptations to equipment for the children, including children with special needs.

Learners need to understand the role of the adult in supporting children in engaging with computer-based activities and how to provide safe and appropriate equipment in a stimulating environment in which the children learn. Learners should understand how to communicate with children so they have a positive learning experience.

This unit aims to help learners to develop the skills required for supporting children using information technology, including work-related skills such as self-management, time management, contributing to a team, problem solving, working safely and communication.

While examples of IT activities are given in the unit content, it is recognised that there is a vast and ever-changing range of programmes and that child care settings may have access to a wide range of different packages.

The unit may be delivered in a class or work setting. However, it is essential that learners have significant practical experience of the different types of IT activities currently available to children aged 3 to 5 years old.

Essential resources

Learners will need access to IT facilities, and to a range of hardware and software suitable for children aged 3–5. They will also need access to the internet to research children's websites.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about computer-based activities for children	1.1	Describe computer-based activities for children aged 3-5 years	<ul style="list-style-type: none"> □ <i>Children</i>: aged 3–5 years old □ <i>Equipment</i>: adaptations, e.g. for children with special needs, chair, table or desk; age appropriate tools; hardware, e.g. mouse (hard wearing), keyboard (large keys, attractive colours, pictures), printer, touch screen □ <i>Pre-reading programmes</i>: different types of software, e.g. matching, sequencing, counting, colours, shapes □ <i>Programmes</i>: websites suitable for children; software for children; uses of software, e.g. drawing, text, tables, images; gathering information using the internet, CD Roms; storing information, e.g. saving documents, setting up folders; retrieving information, e.g. finding previous documents, research, presenting information, e.g. PowerPoint, text, tables, charts, databases □ <i>Computer-based activities</i>: activities, e.g. games, stories, music, songs, drawing, educational programmes
2	Understand the role of the adult when children are involved in computer-based activities	2.1	Explain the role of the adult when children are involved in computer-based activities	<ul style="list-style-type: none"> □ <i>Equipment</i>: safe, e.g. set up properly to the setting guidelines, reporting faults, i.e. who, when, how; appropriate to the children's level of learning; adaptations, e.g. how they work □ <i>Environment</i>: safe, e.g. no trailing cables; space, e.g. for the child and the adult, stimulating, e.g. displays, light, correct temperature □ <i>Programmes</i>: appropriate to the age group, e.g. child's level of learning □ <i>Encouragement</i>: time, e.g. allowing time for the child to take part; verbal praise, e.g. well done; reward, e.g. displaying completed work □ <i>Language</i>: talking to the child; reinforcing, e.g. how the child is doing; listening, e.g. what words are being used; introduction, e.g. new words, alternative words; answering questions, e.g. 'What do I do next?'

Learning outcomes		Assessment criteria		Unit amplification
				<input type="checkbox"/> <i>Instruction</i> : preparation tasks, e.g. opening programmes; written, e.g. worksheet, task sheets <input type="checkbox"/> <i>Intervention</i> : when; how
3	Be able to demonstrate personal skills required in supporting IT activities for children	3.1	Research, plan and demonstrate a computer-based activity suitable for children showing: <ul style="list-style-type: none"> • self-management skills • meeting agreed deadlines • problem-solving skills • safe practice • communication skills 	<input type="checkbox"/> <i>Plan</i> : type of activity; target age group; materials and equipment needed; length of time of activity <input type="checkbox"/> <i>Demonstrate</i> : ensuring instructions are clear and can be understood; ensuring actions are visible <input type="checkbox"/> <i>Self-management</i> : flexibility; taking responsibility, e.g. gathering materials, setting up, tidying up; self-starting; assertiveness <input type="checkbox"/> <i>Time management</i> : attendance; punctuality; completing task within agreed timeline <input type="checkbox"/> <i>Problem solving</i> : identifying problem, e.g. hardware/software, materials will not work; making suggestions on how to solve problems; creative thinking <input type="checkbox"/> <i>Health and safety</i> : safe use of equipment; unsuitable materials, e.g. websites <input type="checkbox"/> <i>Communication skills</i> : applying literacy skills, e.g. reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities, e.g. with colleagues, tutor, children
		3.2	Describe the benefits of the computer-based activity for a child	<input type="checkbox"/> <i>Benefits of activity to child</i> : e.g. educational; assisting with hand-eye coordination; engaging child's interest, imagination
4	Be able to assess own personal skills in supporting children's computer-based activities	4.1	Assess own personal skills in supporting children's computer-based activities	<input type="checkbox"/> <i>Assess own skills</i> : constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development; readiness to improve own performance based <i>on feedback</i>

Information for tutors

Delivery

To deliver this unit successfully it is important to recognise the continual and rapid development of IT activities for children, and also to understand that children will have access to a range of different IT activities at different levels of development in different environments.

If possible, delivery of this unit should include a visit to a local school to see children of the appropriate age range undertaking IT activities. This can be supported by learners identifying their own experiences and level of competence within IT activities. In addition, a wide range of delivery methods may be used for this unit, including tutorials, presentations, videos, worksheets and internet sources.

The context of this unit is supporting the use of IT with children. The age range of children within this unit is 3–5 years and is implicit throughout the unit, which may be delivered in two ways. The tutor could either hold different sessions focusing on the age group and the appropriate types of IT support for that age range, or could hold different sessions focusing on the range of IT activities and the appropriate types of support, and then consider the age range.

Learners' levels of IT skills may need to be established before delivery of this unit. If learners are undertaking Functional Skills in IT as part of their overall learning, their experience may be enhanced by combining the two.

Throughout the unit learners should also be assessed on their personal skills. Where possible, each session should give learners the opportunity to demonstrate their self-management and communication skills. Health and safety is a key element when caring for children and learners should be fully aware of health and safety when discussing suitable activities for children. Learners could complete a checklist at the end of each session to record the personal skills they demonstrated.

Learning outcome 1 looks at the resources available to children. Learners should have some experience of relevant equipment that is available as well as the opportunity to access appropriate pre-reading programmes for the younger age range and programmes and equipment that are available for children with special needs. This could take the form of an internet research exercise with a short PowerPoint presentation on their findings to the whole group.

Learning outcome 2 explores the role of the adult when children are involved in computer-based activities. The health and safety of children and learners is paramount. A practical exercise could include a health and safety audit, using a pro forma, of a computer room or IT activity. Learners need to communicate with the children and understand how to interact with children at an appropriate level. Learners could devise two plans involving an IT activity for a small group of children of two different ages. The plan should include the preparation, health and safety requirements, programme to be used and the role of the adult.

Learning outcome 3 needs to be in the context of supporting activities for children and may be linked to other units. Learners could work in groups to research and plan an IT activity for the whole group and demonstrate it to the group using their IT skills. If practical, the activity could be carried out by the whole group. Learners need to be able to describe the benefits to a child of computer-based activities.

Learning outcome 4 could be delivered and assessed by tutorial feedback with a checklist completed. It is likely to take place throughout the unit.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Tutor-led discussion and demonstration of IT programmes available for children.</p> <p>Tutor-led discussion and demonstration of special equipment available.</p> <p>Task – in pairs or small groups, learners demonstrate IT skills using children’s programmes.</p> <p>Task – learners plan an IT activity for children aged 3–5 years old, listing resources and equipment.</p>
<p>Group work – each group to research possible risks and hazards when supporting children’s computer-based activities and how to avoid them. To display on posters.</p> <p>Practical session – activities to reinforce the importance of communication skills when working with children, for example helping a child who is using an educational programme. Learners encouraged to discuss their experiences and any barriers to communication.</p> <p>Learners visit a local school or childcare setting to see how IT is used by children aged 3–5 years.</p> <p>Assessment: learners to record types of IT hardware and software available for children aged 3–5 and the role of the adult when supporting children’s computer-based activities for future reference (learning outcomes 1 and 2).</p>
<p>Practical sessions to experience computer-based activities for children.</p> <p>Tutor-led discussion – identify personal skills needed for participation in practical sessions.</p> <p>Learner to create a way of recording personal skills used.</p> <p>Assessment: learners research and plan a computer-based activity to suitable for children and record the benefits of the activity (learning outcome 3).</p>
<p>Tutor-led discussion – importance of constructive feedback.</p> <p>Who can be asked to give feedback? Simple formats to aid and understand feedback.</p> <p>Identifying strengths and weaknesses from the feedback.</p> <p>How to improve and develop.</p> <p>Assessment: one-to-one tutorial to discuss personal skills and self-assessment. (learning outcome 4)</p>
<p>Assessment feedback and review of unit.</p>

Assessment

The criteria for this unit could be met in three parts. Assessment criteria 1.1 and 2.1 could be related, and the evidence could be collected electronically. Assessment criteria 3.1 and 3.2 could be completed electronically and witnessed by the tutor. Assessment criterion 4.1 could be related to learners' individual learning plans and be combined with ICT learning activities in other areas. It could take the form of a series of tutorial reviews and checklists.

To meet 1.1 and 2.1, learners need to describe types of computer-based activities suitable for children aged 3–5 years and explain the adult's role when involved in supporting computer-based activities.

To meet 3.1 and 3.2, learners need to research and carry out one IT activity suitable for children within an identified development stage. Learners need to describe how the activity is of benefit to children.

To meet 4.1, learners need to understand their own IT skill level and how they can develop these skills to support children's IT activities.

Suggested resources

Websites

www.pitara.com/activities	Sources for activities for children
www.sciencekids.co.nz/technology.html	Sources for activities for children
www.underfives.co.uk	Pre-school education and learning information and resources

Unit 17: Creative Activities for Young Children

Unit code: H/502/3385

Level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

In this unit, learners will be introduced to a range of creative activities suitable for pre-school children. Learners will develop the skills required for caring for young children, within the context of finding out about the different types of creative activities young children may experience.

Unit introduction

This unit aims to help learners develop the skills required for participating in creative activities for young children, including personal skills such as self-management, time management, contributing to a team, problem solving, working safely and communication. Learners will develop these skills within the context of finding out about the different types of creative activities young children may experience. Learners will be introduced to a range of creative activities suitable for pre-school children. While examples of creative activities are given in the unit content, creative play can encompass more than the activities outlined in this unit.

The unit may be delivered in a class or work setting. However, it is essential that learners have significant practical experience of the different types of creative activities available to children of different ages.

Essential resources

Learners will need access to a variety of creative activities suitable for young children.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about creative activities for young children	1.1	Describe creative activities for children aged 0–3 and 3–5 years	<ul style="list-style-type: none"> □ <i>Children</i>: 0–3 years; 3–5 years □ <i>Drawing</i>: materials for drawing, e.g. felt pens, pencil, wax resist, chalks, crayons □ <i>Collage</i>: materials, e.g. white paper on coloured paper, coloured and textured paper, wool, string, fabric, found oddments □ <i>Painting</i>: types of paint, e.g. bubble paints, blot painting, splatter painting, colour mixing, finger painting, straw painting □ <i>Printing</i>:: materials, e.g. card edge, natural objects, string/block printing, leaf prints, mono printing □ <i>Puppets</i>: types of puppet, e.g. junk puppets, masks, mobiles, finger/hand puppets □ <i>Crafts</i>: types of craft, e.g. tie and dye, plaiting, twisting, knotting, stitching, weaving wool and/or paper □ <i>General skills</i>: presenting young children's work; identifying different types of paper and their uses; cutting paper safely

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to demonstrate the personal skills required in supporting creative activities for young children	2.1	Participate in a creative activity for young children and demonstrate: <ul style="list-style-type: none"> • self-management skills • a positive contribution as team member • meeting agreed deadlines • problem-solving skills • safe practice • communication skills 	<ul style="list-style-type: none"> □ <i>Self-management</i>: flexibility; taking responsibility, e.g. gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback □ <i>Time management</i>: attendance; punctuality; completing task within agreed timeline □ <i>Team member</i>: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others □ <i>Problem solving</i>: identifying problem, e.g. lack of materials, materials will not work; making suggestions on how to solve problems; creative thinking □ <i>Health and safety</i>: safe use of tools, e.g. scissors, needles; non-toxic paints; unsuitable materials, e.g. polystyrene chips, toilet rolls □ <i>Communication skills</i>: applying literacy skills, e.g. reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities with colleagues, tutor, children
3	Be able to assess own personal skills in supporting young children's creative activities	3.1	Assess own personal skills in supporting young children's creative activities	<ul style="list-style-type: none"> □ <i>Assess own work</i>: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development

Information for tutors

Delivery

This unit is a practical unit. Learners should have the opportunity to plan and experience a wide range of different creative activities for young children. With this knowledge, learners should be able to make suggestions about creative activities that are appropriate for the age of the children they are caring for. Learners are not expected to have an in-depth knowledge of child development.

Throughout the unit learners should also be assessed on their personal skills. Where possible, each session should give learners the opportunity to demonstrate their self-management skills, ability to work as an effective team member, ability to solve problems and effective communication skills. Throughout delivery of this unit, learners should be assessed on their ability to manage their time when planning, experimenting and tidying up at the end of the session. These are all critical skills for caring for children. Learners need to have a working knowledge of the health and safety issues related to preparing craft activities, for example safe use of scissors, ensuring paints are non-toxic, knowing that some materials are not safe for young children to handle, for example polystyrene chips. Learners may take turns to lead a small group in planning, preparing, experiencing and completing the activity.

The unit focuses on two different age groups of children: 0–3 years and 3–5 years. Learners are not required to experience activities for every year within each age group. The purpose of the age groups is to help learners understand that children will be able to achieve more as they develop.

Each session should focus on one or more type of activity. Following an introduction to the unit, the first session may focus on the different types of paper that are available and their uses. Learners may then make up different types of paint and mix colours. As one assessment criterion is for learners to make a positive contribution as a team member, the activities could be carried out in small teams.

At the end of each session, learners could carry out a self-assessment of how effective their own personal skills were during the activity. Peer assessment and tutor feedback could also be a useful source of information. This information may be recorded on a checklist or through other forms of recording documentation.

Collage is a popular form of creative activity in children's settings. However, it can be difficult for young children, in particular if they do not have the ability to cut different materials or the appropriate tools. Learners should be given the opportunity to create collages using different types of material, including textiles. They could also experiment with different types of glue to see which are the most effective.

Paints are generally found in all children's settings. Learners should be encouraged to experiment with different types of paint, for example water colour, poster paints. They could then decide which age group could cope more effectively with each type of paint. Having experimented, the learner may then present the completed work to a high standard of presentation. This will help them to develop the skills of displaying children's work.

Printing is also a popular creative activity in children's settings. Learners should be encouraged to gather different 'printing' tools, for example card, tools, natural objects. They could also experiment to find the most appropriate way to put on sufficient paint to ensure a good print without having excessive paint. Learners may also be encouraged to share their experiences when working with children, for example younger children tend to 'paint' rather than print.

Learners may also want to experience hand and feet printing and the importance of good organisation to ensure safety and minimal mess.

Before learners can experience three-dimensional modelling they will need to gather different materials. This may include food packaging, different types of paper, straws, wooden stirrers, cardboard boxes, etc. Learners should then be encouraged to make small and large models. As with the collage activities, learners will experience the challenges of cutting different thicknesses of materials and using the most appropriate types of glue. Learners should also have the opportunity to use clay and make different types of dough.

Throughout this unit learners may keep a record of the different types of creative experience they have encountered. This record may be used to provide evidence for 1.1.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning.
Practical – sessions to experience a range of creative activities suitable for children aged 0–3 and 3–5.
Assessment – record practical sessions undertaken, for example a file with completed products, display, photographic evidence. Learners to include notes with information on resources, health and safety issues and the suitable age range (learning outcome 1).
Tutor-led discussion – identify work skills needed for participation in practical sessions.
Practical – create a way to record the work skills included in the unit content.
Activity – individual recording of own work skills used in practical sessions and self-assessment (learning outcomes 1, 2 and 3).
One-to-one tutorial to discuss work skills and self-assessment.
Assessment – evidence of work-related skills identified in assessment criterion 2.1 demonstrated throughout delivery of unit (learning outcome 3).
Assessment feedback, review and evaluation of unit

Assessment

For 1.1, learners should be able to describe different creative activities, at least two for each age range. The activities chosen should demonstrate understanding of the age range that the activity may be most appropriate for, for example finger painting with the youngest age group. The description should include information about the resources necessary for the activity and health and safety issues. This work may be presented in a variety of ways, for example a file with photographic evidence and a

commentary to support it, a poster or a booklet. Lengthy descriptions of each activity are not required.

Assessment criterion 2.1 may be evidenced through witness testimonies, observation reports, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. Learners must demonstrate that by the end of the unit, they have developed each of the personal skills stated in the unit content. It may be helpful for learners to complete a review of their progress at the end of each session.

This will then be a valuable source of evidence for 3.1 when learners are required to assess their own personal skills. This criterion may be assessed through one-to-one discussions with the tutor/line manager or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification

Suggested resources

Books

Brunton P and Thornton L – *The Early Years Handbook: A comprehensive guide managing provisions in the early years foundation stage* (Optimus Publishing, 2007) ISBN 13 9781905538348

Pica R – *Moving and Learning across the curriculum: More than 300 activities and games to make learning fun* (DELMAR, 2006) ISBN 139781418030759

Schirmacher R and Englebright Fox K – *Art and Creative Development for Young Children* (DELMAR, 2008) ISBN 13 9781428359208

Williams Browne K and Gordon A – *Beginning and Beyond (Foundation in Early Childhood Education, 7th Edition)* (DELMAR, 2008) ISBN 13 9781418048655

Websites

www.abcteach.com	Source of free printable worksheets
www.bigeyedowl.co.uk	Guide to information and resources for children's activities
www.child-central.com	Dedicated to child development and learning
www.communityinsight.com	Resources for professional development for working with children
www.pitara.com/activities	Source for activities for children
www.underfives.co.uk	Pre-school education and learning information and resources

Unit 18: Musical Experiences for Children

Unit code: K/502/3386

Level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

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

Unit introduction

From an early age children love singing, dancing, listening to music and playing musical instruments. Research has shown that even before babies are born they respond to music that is being played. It is important for adults to ensure that young children are given the opportunity to experience different aspects of music.

The aim of this unit is to increase learners' knowledge of musical experiences that may be offered to children aged between 0–5 years. Learners will build up their own repertoire of songs, movement to music activities, listening experiences and activities, and will be given the opportunity to experiment on different instruments.

Learners will also find out what children learn from participating in musical experiences. Although learners are not expected to have an in-depth knowledge of child development they should understand that children can have fun, get rid of tension, meet new friends, learn how to share, gain new words, etc.

This practical unit will also give learners the opportunity to plan and make a musical resource. The resource could be, for example, a home-made musical instrument, a collection of sounds that the child could listen to and try to identify, a dance that a child could participate in. Learners will then have the opportunity to present the end product. Planning and presentation skills and the ability to reflect on the success of the task are all essential skills for those moving into employment.

Essential resources

Learners must have access to a range of musical instruments and resources that can be used with young children, for example chime bars, xylophone, tambours, tambourines.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about music experiences for children aged 0–5 years	1.1	describe music experiences that promote listening skills for children aged 0–3 years	<ul style="list-style-type: none"> □ <i>Children</i>: 0–3 years; 3–5 years □ <i>Listening skills</i>: resources, e.g. kitchen utensils, home-made instruments; music, e.g. classical, modern, rock, folk, pre-recorded; environmental sounds, e.g. sounds in the street, park, railway station
		1.2	name musical instruments that are suitable for children 0–3 years and 3–5 years	<ul style="list-style-type: none"> □ <i>Playing music</i>: home-made instruments; purchased instruments; names of instruments
		1.3	describe songs that could be sung with children 0–3 years and 3–5 years	<ul style="list-style-type: none"> □ <i>Songs</i>: 0–3 years, e.g. nursery rhymes, lullabies, songs from home country
		1.4	describe activities to encourage movement to music for children aged 3–5 years	<ul style="list-style-type: none"> □ <i>Movement to music</i>: experiences suitable for 0–3, 3–5 years; examples of music and movement, e.g. 'sticky kids'
2	Understand what the child might learn from taking part in musical experiences	2.1	explain what the child might learn from taking part in musical experiences	<ul style="list-style-type: none"> □ <i>Learning gained</i>: emotional, e.g. fun, excitement, pleasure, get rid of frustrations; social, e.g. taking turns, being with others, sharing; intellectual, e.g. increasing memory, new words, repetition

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to plan and make a musical resource that is suitable for a child aged between 0–5 years	3.1	plan how to make a musical resource for a child aged between 0–5 years	□ <i>Planning</i> : choosing an appropriate resource; reasons for choice of musical resource; time management; resources required; safety issues, e.g. sharp edges, paint used
		3.2	make a musical resource for a child aged between 0–5 years	□ <i>Making resource</i> : resources required; time management; problem solving
		3.3	reflect on the success of the task	□ <i>Reflect</i> : completing resource within agreed timelines; clarity of information given

Information for tutors

Delivery

This unit is intended for all learners and not simply for those with musical talent. Learners should be given as many opportunities as possible to participate in musical experiences.

This unit has been designed to help learners understand that they can provide musical experiences for children irrespective of their own musical ability. Learners should be given as many opportunities as possible to play musical instruments, learn a wide range of songs and rhymes, explore listening activities and move to music.

Learning outcome 1 could be delivered alongside learning outcome 2. Learners could be given the opportunity to research different types of listening activities that may be used with children of different ages taking ideas from books, own experience, the internet, etc. Learners may also visit local toy shops to research the types of instrument available which encourage listening skills. Opportunities may be given so learners can experience different listening activities, for example guessing the identity of different objects from the sound they make, telling stories which include sounds to reflect different parts of the story, copying sound patterns.

Learners should be encouraged to learn different songs and rhymes for different ages of children. These could include counting songs, action songs, songs that tell a story, quiet and noisy songs, etc. Learners could be encouraged to keep a log of the rhymes and songs they have learned and the age for which they are most appropriate.

Learners should be given the opportunity to name and play different types of instrument, for example drums, xylophone, shakers, chime bars, tambours, tambourines, maracas. They could also be introduced to the notes that form pentatonic scale (ACDFG) to ensure that any sounds made are in harmony. Time will need to be given to allow learners to 'play' before more formal 'music making' is introduced.

A key element of this unit is to build up learners' confidence to be musical and have fun irrespective of their own musical talent. Learners should be given the opportunity to 'move to music'. They could research how different types of music can encourage different forms of movement, for example brass bands can encourage marching, disc music can encourage dancing. Learners may also be interested to listen to music that tells a story, for example, 'The Sorcerer's Apprentice', 'Peter and the Wolf'.

Learners should be encouraged to discuss what a child may learn from musical experiences. This may include having fun, working with others, turn taking, mathematical skills, enhancing vocabulary, rhythm, physical movement etc. Learners are not expected to have an in-depth knowledge of the physical, intellectual, emotional and social development of the child.

The focus of learning outcome 3 is on learners' planning skills and not their ability to produce a high quality musical resource. Learners will need to decide what type of resource they would like to make and what age it is for. To do this, learners could design a storyboard which indicates the different stages required for the planning processes including timescales, health and safety issues, resources

required, etc. Learners will then need time to make the resource. On completion, learners will present their resource explaining how they made it, what challenges they had to overcome, if it was a success etc. If the musical resource is a handmade musical instrument, learners should not use it with other people's children as there will be health and safety requirements.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning.</p> <p>Tutor-led discussion – the different components of music i.e. listening, singing, playing and moving.</p> <p>Learners research different types of musical experiences for children within the different age groups, i.e. 0–3 years and 3–5 years. Learners experience different musical experiences.</p> <p>Assessment: learners develop a portfolio/scrapbook which includes ideas for each component for each age group of children. The ideas should focus on those that can be carried out with the child in the home (learning outcome 1).</p>
<p>Visit from a professional musician to explain what children can learn from participating in musical experiences.</p> <p>Group work to explore what a child can learn from participating in musical experiences.</p> <p>Assessment: using IT skills, learners develop booklets which explain to a parent what a child can learn from participating in musical experiences (learning outcome 2).</p>
<p>Tutor-led discussion on planning and making musical resource.</p> <p>Assessment: learners research and plan the resource, make the resource and prepare and present the musical resource (learning outcome 3).</p>
<p>Assessment feedback and review of unit.</p>

Assessment

For assessment criterion 1.1, learners must describe at least two music experiences to promote the listening skills of children aged 0–3 years. Learners should be able to give information on the resources required, the age of the child the experience is intended for, what the child has to do.

For assessment criterion 1.2, learners must name at least two musical instruments that would be suitable for children aged 0–3 years and at least two different musical instruments for children aged 3–5 years (at least four in total).

Learners must be able to name at least two songs that would be suitable for children aged 0–3 years and two different songs for children aged 3–5 years (at least four in total). Learners should give reasons for their choice.

Learners are required to describe at least two different activities that will encourage children to move to music. The description could include what the children have to do, health and safety issues, what age the experience would be appropriate for, resources required, instructions necessary, etc. Learners must describe at least two songs for children aged 0–3 years and two songs for children aged 3–5 years. They

should also be able to give reasons for their choice, for example funny song, includes actions, popular song sung on the radio.

For assessment criterion 1.4, learners must describe two different activities which encourage movement to music. The description should include a description of the activity and reasons for choosing. Learners are not expected to give detailed knowledge of developmental stages.

Learning outcome 1 could be assessed via a portfolio of evidence or learners could be encouraged to present aspects of each of the assessment criteria, for example singing an appropriate song, organising a movement to music activity.

For learning outcome 2, learners are required to explain what a child may learn from musical experiences. Information could include examples from physical development, for example moving, stretching, dancing; social and emotional, for example fun, working with others, taking turns; intellectual, for example learning words, rhythm, concentrating. An in-depth knowledge of child development is not expected at this stage.

Learners are required to plan and make a musical resource for a child aged between 0–5 years of age. This may be a home-made musical instrument or perhaps a tape of everyday sounds that the child could identify. Learners could collect a range of objects that may be used to help the child discriminate between different sounds or tell a story using musical instruments as audiovisual aids. Learners will need to provide evidence of their planning, the musical resource and be able to reflect on what they did.

Suggested resources

Books

MacDonald S – *Little book of Junk Music* (Featherstone Education, 2013)
ISBN 97814081941335

Paterson A and Wheway D - *Kickstart Music Early Years: Music Activities Made Simple - Early Years* (A&C Black Publishers Ltd, 2010)
ISBN 978-1408123614

Other resources

Steady beat songs CD Ros Bayley

Unit 19: Books, Stories, Poems and Rhymes for Children

Unit code: M/502/3387

Level: Level 1

Credit value: 4

Guided learning hours: 30

Unit aim

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

Unit introduction

From a very early age children love 'reading' books, listening to stories and participating in poems and rhymes. Research has shown that children who have been encouraged to participate in 'reading' books from an early age have a greater understanding of how words are formed and become fluent readers and skilled writers. As an adult caring for a child, it is important to ensure that young children are given the opportunity to experience different reading materials, poems and rhymes.

The aim of this unit is to increase learners' knowledge of resources and materials that may be offered to children aged between 0–5 years. Learners will build up their own repertoire of appropriate books, stories, poems and rhymes and will be given the opportunity to read out loud and tell stories, poems and rhymes. Learners will also be encouraged to use different vocal expressions, intonation and non-verbal communication to maintain the interest of the children.

Learners will also find out what children will learn from participating in poetry and storytelling sessions. Although learners are not expected to have an in-depth knowledge of child development they should understand that children can enjoy spending time with an adult whilst listening to stories, have fun reciting poems and rhymes, learn to respect books and how to turn pages, etc.

Essential resources

Learners will need access to a range of books, stories, rhymes and poems suitable for children aged 0–3 and 3–5 years, and also suitable resources for use with reading stories, poems and rhymes to children.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand what a child may learn from taking part in poetry and story-telling sessions	1.1	Explain what a child can learn from listening to stories and poems	<ul style="list-style-type: none"> □ <i>Children:</i> 0–3 years; 3–5 years □ <i>Learning gained:</i> physical, fine motor skills, e.g. turning pages, gross motor skills, e.g. joining in with actions; emotional, e.g. fun, experiencing different emotions in a safe environment; social, e.g. taking turns, being with others, sharing; intellectual, e.g. new words, improving memory, concentration span, listening skills, use of imagination, new facts
2	Know how to select books, poems and rhymes that are suitable for use with children aged 0-3 and 3-5 years	2.1	List key features of books suitable for children aged 0–3 years and 3–5 years	<ul style="list-style-type: none"> □ <i>Books for 0–3 years:</i> e.g. material books, colour, size of illustrations, context, familiar content including family life, everyday objects, numbers, simple text □ <i>Books for 3–5 years:</i> e.g. more complex storylines relating to their development milestones, e.g. toilet training, smaller illustrations and text, hard backed books, content including the wider world, fantasy, topics which help children explore fears
		2.2	List key features of poems and/or rhymes suitable for children aged 0–3 years and 3–5 years	<ul style="list-style-type: none"> □ <i>Selecting rhymes and poems for 0–3 years:</i> e.g. finger rhymes, repetitive, short text, actions
		2.3	Select books, poems and/or rhymes that are suitable for children aged 0–3 years and 3–5 years	<ul style="list-style-type: none"> □ <i>Selecting rhymes and poems for 3–5 years:</i> e.g. more detailed, alliteration, numbers, familiar context, funny rhymes/poems

Learning outcomes		Assessment criteria		Unit amplification
3	Know what resources may be used when telling stories or poems	3.1	List resources that may be used when telling stories or poems to children aged 0–3 and 3–5 years	<ul style="list-style-type: none"> □ <i>Resources</i>: puppets; story sacks; artefacts; everyday objects used to create sounds, e.g. tearing newspaper, bells, kitchen utensils, dressing-up clothes
4	Be able to make a child's book and read it using different techniques	4.1	Design a child's book	<ul style="list-style-type: none"> □ <i>Making books</i>: age of child; storyline; illustrations; text or not; presentation
		4.2	Hold the book in such a way that the audience can see the illustrations	<ul style="list-style-type: none"> □ <i>Techniques</i>: holding book; vocal expressions, e.g. changing voice to suit character in story; intonation; eye contact; non-verbal communication, e.g. facial expressions
		4.3	Read text with understanding	
		4.4	Use intonation and different vocal expressions	
		4.5	Maintain eye contact with the audience	
5	Be able to recite rhymes suitable for children aged 0–3 years and 3–5 years	5.1	Select rhymes suitable for children aged 0–3 years and 3–5 years	<ul style="list-style-type: none"> □ <i>Recite rhymes</i>: learning text; use of vocal expressions; intonation; actions; non-verbal communication, e.g. facial expressions
		5.2	Recite rhymes with understanding	
		5.3	Use intonation and different vocal expressions	
		5.4	Use non-verbal communication to maintain the interest of the audience	

Information for tutors

Delivery

This unit has been designed to be a practical introduction to children's books, poems and rhymes. Learners should be given as many opportunities as possible to read children's books and recite poems and rhymes.

This is a practical unit. Learners should be given the opportunity to experience a wide range of books, stories, poems and rhymes for children aged 0–5 years. By the end of the unit they will have built up a repertoire of stories and rhymes and also self-confidence. Learners will also develop their own reading skills using simple text.

Learners could be encouraged to build a portfolio of suitable books, poems, stories and rhymes. Information could include the titles, appropriate ages, why they enjoyed it, what children may learn from it etc. This should not become an onerous task, however it could become an invaluable resource.

Learners should be encouraged to visit the children's section of their local library and local bookshops. A librarian could be invited to show learners different types of books that children particularly enjoy. Learners may also be able to observe a storytelling session in the library or bookshop. This will help them to gain a better understanding of what a young child gains from participating in this type of session.

Learners are not expected to have an in-depth knowledge of child development in order to achieve learning outcome 1. Learners could be encouraged to discuss their own experiences as a child in relation to books, stories and poems or rhymes. They could recall the rhymes that they remember from home, nursery or school. Each learner could be encouraged to list their favourites and then compare them with the rest of the group. The 'most popular' book or rhyme could then be identified.

Learning outcome 2 focuses on learners' ability to select suitable books and poems/rhymes. Learners may be given a range of materials to create a selection list, for example size of print, quantity of text, style of illustrations. They could then decide which age group the materials are appropriate for.

Learning outcome 3 will introduce learners to the different resources that may be used to support the reading and telling of poems and rhymes. Different types of puppet may be brought into the class. Where possible, learners should be given the opportunity to tell a story using a puppet. Following the activity, learners could discuss how easy or difficult it was. Learners may also be encouraged to make their own story sacks for a chosen book.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Learners discuss the type of stories, books, poems and rhymes that they remember as a child.

What were their favourites?

Why did they enjoy them?

Did they have time with their parent sharing books/rhymes?

What did they gain from it?

If they do not remember doing this, how did they start to use books?

Working in groups learners discuss what a child might learn from listening to stories and rhymes.

Assessment: learners explain what a child may learn from listening to stories and rhymes. This may be a written answer or time will be allowed for the learner to discuss the answer with the tutor (learning outcome 1).

Learners visit the children's section of a local library. A librarian can talk to learners showing a range of different books and identifying the most popular. Learners select a number of books that they think would be suitable for children of different ages and give reasons for their choice.

Learners visit a local bookshop. A representative from the bookshop can discuss the most popular books for children of different ages. They will also explain what attracts children to particular books. Learners may also consider the cost of books and what resources are available to parents to ensure their children can access literature.

Learners build a portfolio of books, stories, rhymes and poems which gives book titles, suitable age, a brief outline of the story, ISBN. Similar information will be given for rhymes and poems or, if the learner feels it is appropriate, they may write the rhyme/poem into the portfolio.

Reading books out loud (time in each session should be given to this): learners to work in groups of three. One person will read the book, one will be the audience and the third member will carry out a peer assessment. As learners become more confident, a checklist may be developed to use as part of the assessment. Criteria could include holding the book, tone of voice, confidence, eye contact, actions etc.

Selecting poems and rhymes – learners to listen to a range of different poems and rhymes. They then choose which poems and rhymes they particularly enjoy and give reasons. Learners to be encouraged to learn poems and rhymes that are suitable for children of different ages throughout the unit.

Visit by small group of children to the centre to allow learners to read to the children or tell rhymes.

Before this event, learners will need to select a suitable book or poem/rhyme and then rehearse it so that they can read or tell it with confidence. Time will be spent at the end of the session discussing the choice of material and how effective the session had been.

Topic and suggested assignments/activities

Assessment: learners will submit their portfolio for assessment. This will include the key features of books and poems/rhymes suitable for children aged 0–3 years and 3–5 years (learning outcome 2).

Learners watch a range of children's storytelling sessions on television and observe how the presenter uses different types of resource to enhance the story for the children.

Learners practise telling a story or poem/rhyme using a resource of their choice. Time will need to be given to learners to rehearse the session.

Assessment: learners to add suggested resources that may be used when telling stories or poems to their portfolio (learning outcome 3).

Learners choose their own storyline suitable for a child of a chosen age. They then produce and illustrate the book. This could be through own drawings, ICT designs, catalogue pictures etc.

Learners practise different tones of voice for different characters, maintain eye contact and understand the importance of this, using actions etc. (this should be done throughout the unit).

Visit by a professional storyteller to read a story to the group. Learners discuss how the storyteller maintained the interest of the audience, what appealed about the story and what they learned that they would like to try when they read or tell a story in future.

Assessment: learners will read the book that they have made out loud using different techniques. An observation checklist will be used to record the assessment criteria (learning outcome 4).

Learners to practise reciting rhymes and poems to a small audience.

Assessment: learners will tell a poem/rhyme using different techniques. An observation checklist will be used to record the assessment criteria (learning outcome 5).

Assessment feedback and review of unit.

Assessment

To achieve 1.1 learners must explain what a child may learn from listening to stories and rhymes. Learners should give reasons for their answers, for example they may state that the child will learn and understand new words. They should then go on to explain that this will be gained from the text and perhaps the illustration to show its meaning.

Assessment criteria 2.1, 2.2 and 2.3 can be combined within a portfolio of evidence. For each book or poem/rhyme entered into the portfolio, information could be given on the age that the book/poem/rhyme is intended for and the key features. Alternatively, learners may list the key features of books for children aged 0–3 and the key features for 3–5 years. They should also list the key features of poems and/or rhymes for children aged 0–3 years and 3–5 years. Learners must also provide the title and author (if available) of a range of books and poems/rhymes suitable for children aged 0–3 years and 3–5 years.

To achieve assessment criterion 3.1 learners must list at least two different resources for children aged 0–3 years and two different resources for children aged 3–5 years. This could be included in the information provided in the portfolio if this is chosen as an assessment method.

To achieve assessment criteria 4.1 to 4.6 learners must make a book that is suitable for a child of a chosen age. Learners must be able to tell a story using their home-made book. The skills demonstrated during the storytelling session may be recorded on an observation checklist. This should include a note of the questions that learners have asked to ensure that the audience has understood the text.

Learners are required to select at least two suitable rhymes for two different age ranges to achieve 5.1. Learners must also recite the rhyme using different intonation and vocal expressions for 5.2 and 5.3. The rhymes chosen do not need to be complex but do need to provide sufficient opportunity to use intonation and vocal expressions. Actions may also be used to demonstrate non-verbal communication for 5.4. Number rhymes or rhymes that tell a story may be most appropriate.

Suggested resources

There is a wealth of books available on this subject. Children's libraries will provide an up-to-date range of children's books.

Websites

www.bookstart.org.uk	Advice on books and resources, gives recommended booklist for children under 5
www.letterland.com	Books and games for young children with emphasis on phonics
www.literacytrust.org.uk	National Literacy Trust – ideas for reading to children, links to resources

Unit 20:

Carrying out an Individual Project

Unit code: K/504/9146

Level: Level 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is for learners to identify, research and discuss a project area related to their chosen vocational sector, compiling all findings into a report.

Unit introduction

This unit is about learners investigating an area that they are interested in, related to their chosen vocational sector. It is expected that learners will choose an aspect of caring for children to research. They will be given the opportunity to choose their own focus for the project and then undertake the research needed to put together a report on this topic.

Learners will be able to choose from a range of topics within their chosen vocational area. They will then be shown how to set aims for the project, so that they can really focus on relevant and interesting ideas. Learners will then be able to undertake relevant research, accessing a range of information sources that will give them information about the project area.

Once learners have gathered together their research they will be shown how to relate all of this to the project aims they set themselves and how to compile their work into a report, including all the relevant sections.

This is a practical unit that is led by the learner and their interests. It allows them to develop skills that are essential for working in many sectors, including time management, self-discipline in keeping to deadlines that they set themselves and independent enquiry through the undertaking of research.

.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to select an appropriate project topic	1.1	Produce a proposal for a project related to chosen vocational area	<ul style="list-style-type: none"> Identification of project topic: investigation into ideas for project, methods of ensuring that project is viable including availability of information and secondary research, methods of rejecting invalid project ideas; ideas for project e.g. local provision for pre-school care and education, local play facilities for children, venues for outings for children, toys to encourage learning, prevention of obesity in children, dental health, breast feeding versus formula feeding, cost of equipment for a new baby
		1.2	Set aims for the project	<ul style="list-style-type: none"> Setting aims: identifying appropriate and achievable aims, ensuring aims are realistic, positive and negative examples of aims, SMART goal setting
2	Be able to investigate the project area	2.1	Plan the project using appropriate methods of research	<ul style="list-style-type: none"> Project planning: scheduling actions to achieve project; time-management skills, planning time for tasks and activities including prioritising most important activities and allocating an appropriate amount of time to carry them out; understanding that tasks and activities should be prioritised according to given daily objectives
		2.2	Carry out research into the project area	<ul style="list-style-type: none"> Carrying out research: methods of secondary research available i.e. books, journals, reports, web-based research; methods used to ensure that the research is valid and appropriate to the project aim; primary research and methods that can be used including questionnaires, interviews and surveys; aspects to be considered if undertaking primary research i.e. confidentiality and appropriate behaviour

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to produce a project report	3.1	Present a project report including: <ul style="list-style-type: none"> • introduction • aims • findings • discussion • conclusion 	<ul style="list-style-type: none"> □ Guidelines in structuring a report: relevant sections of a report including title page, acknowledgements, abstract, methodology, findings, discussion and bibliography; use of pictures and graphs in a report; methods used to ensure aims are clearly met, importance of proofreading a report

Information for tutors

Delivery

This unit enables learners to integrate and apply knowledge from many other units in the specification. It is important that the research topic is of personal interest to the learner and that the learner possesses or acquires a knowledge and understanding of the topic and related areas.

Although a major part of the delivery focuses on the learner conducting their research project practically, the unit must be supported by theoretical input from the tutor. Learners must understand concepts related to the research proposal and design, as well as research skills, techniques and methodologies, before they can consider, explore and produce a valid research proposal. At the research proposal stage, the tutor may, if necessary, provide support to help shape the proposal and provide direction to the learner to ensure an original and valid research proposal is presented. A PowerPoint development of a poster or a video could be used as more creative methods of presenting their report.

The research proposal will require learners to adopt an investigative approach and will include a statement of the area of research and background factors related to it. Tutors should direct learners to consider at this stage 'Why is the proposed project worthwhile? Who would the results be useful to? What does the literature say? What would the project contribute to the chosen vocational area?

If support from the tutor is required at the research proposal stage, it must be provided in order to ensure the proposal and design are valid. Once the area to be investigated has been established by the learner and agreed with the tutor, the learner may start work on their full research proposal. The learner will then be able to independently, or with support, move into their research project.

Possible research project titles include:

- play facilities for children
- suitable outings for children
- toys to encourage learning
- preventing obesity in children.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor-led discussion on how to select appropriate topics for a project in a chosen vocational area. Learners undertake investigation into possible project areas. Learners draft aims for the chosen project.
Learners prepare a project plan to ensure the project is completed. Learners investigate research methods available. Learners undertake appropriate research into the project. Learners examine research and how to discuss this within the project.
Learners identify sections required in a project report. Assessment: series of one-to-one meetings with tutor to discuss proposal and set aims, plan project and carry out research. Learners produce report with sections indicated in criterion 3.1 (learning outcomes 1, 2 and 3). Review own performance and their completed project.
Assessment debrief and feedback.

Assessment

To achieve criteria 1.1 and 1.2, the learner must produce and set aims for a proposal for a project related to chosen vocational area, in this case caring for children. To do this successfully, learners may or may not require support from the tutor. The amount of support that they require should not influence their success. The aims of the project should be stated clearly and should originate from the learner.

For criteria 2.1 and 2.2, learners need to plan and carry out research as detailed in their research project. They should be given the opportunity to carry out this research, and will require access to the necessary resources.

Criterion 3.1 requires learners to gather information from their research and compile this into a report as described in the unit content and the assessment criterion. It is important that learners produce a report that introduces the project clearly, showing how and why the aims had been set. The findings of the research will then be included in the report along with a discussion as to what learners have found out about the area that they have researched. The final section of the report will define how the research has met the aims learners have set for themselves.

Learners may require support in setting aims and compiling the report, which is appropriate for the tutor to provide.

Suggested resources

Websites

www.bbc.co.uk/health/physical_health/conditions/obesity2.shtml

BBC – Childhood obesity

www.capt.org.uk/

Child Accident Prevention Trust
(Children’s playgrounds)

www.dentalhealth.org.uk/faqs/browseleaflets.php

British Dental Health
Foundation

www.elc.co.uk/

Early Learning Centre –
educational toys

www.madeformums.com/

Practical Parenting

www.nspcc.org.uk/help-and-advice/help_and_advice_hub_wdh71748.html

NSPCC help and advice

Unit 21: Working in a Team

Unit code: R/503/2843

Level: Level 1

Credit value: 3

Guided learning hours: 30

Unit aim

This unit looks at how learners can be effective members of a team. Learners will identify the skills, roles and responsibilities needed to complete the team task and match their skills accordingly. They will also take part in team tasks and review their contribution.

Unit introduction

Since very few people work in complete isolation in the workplace, most employers seek employees who are able to work effectively with others in a team or group setting. An effective team depends on the cooperation and skills of all team members.

This unit will help learners to understand how they can contribute to the success of a team, based on an understanding of their own strengths, skills and experiences, as well as the nature of the task at hand.

Additionally, learners will develop an understanding of the key behaviours and attitudes required in order to communicate and cooperate with others in a team. They will also learn about the roles and responsibilities of all team members by completing a team task. Learners will consider their effectiveness as team members and identify areas for improvement.

.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know that effective teamwork requires team members to behave in certain ways	1.1	Outline positive behaviours necessary for teamwork	<ul style="list-style-type: none"> □ <i>Behaviours for effective teamwork</i>: encouraging, considerate, ability to listen, respectful, tolerant, patient, flexible, loyal, ability to accept constructive criticism, able to motivate others
2	Know how to contribute to a team task	2.1	Outline own strengths, skills and experiences that might be relevant to team task	<ul style="list-style-type: none"> □ <i>Strengths, skills and experiences</i>: organising skills; practical skills e.g. computer literate, photography skills; previous experiences e.g. experience of planning an event; communication skills e.g. multi-lingual, skilled writer; interpersonal skills e.g. good listener, confident, punctual, reliable, patient
		2.2	Identify team skills needed to complete team task	
		2.3	Outline how own strengths and skills could match the needs of the team task	<ul style="list-style-type: none"> □ <i>Aspects of a task they could do well, based on identified strengths, skills and experience</i>: e.g. good spelling and language skills suited to task of proofreading written work produced by team, organising skills suited to drawing up timeline for completion of the team project
3	Know the roles and responsibilities of team members (including their own) in relation to a given task	3.1	Identify what the task is about and what the team is working to achieve	<ul style="list-style-type: none"> □ <i>What team is working to achieve</i>: aim or aims of the team's task, assignment or project; goals, deadlines, timelines; particular quality or standard of work required
		3.2	Identify own role and responsibilities and those of others in the team	<ul style="list-style-type: none"> □ <i>Responsibilities within the team</i>: own individual roles and responsibilities agreed with whole team; individual roles and responsibilities of other team members
		3.3	Outline how own role contributes to the work of the team as a whole	<ul style="list-style-type: none"> □ <i>Contribution of own role to work of whole team</i>: how own role affects roles of others in the team; how own role affects overall team success

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to work positively as a member of a team	4.1	Give examples of listening to the ideas and suggestions of others	<ul style="list-style-type: none"> □ <i>Listen to the ideas and suggestions of others:</i> paying attention to and showing respect for the advice, ideas, suggestions or opinions put forward by others e.g. by not interrupting, asking questions to clarify what was said
		4.2	Give ideas and suggestions as to how the team might complete their task	<ul style="list-style-type: none"> □ <i>Give ideas and suggestions as to how the team might complete their task:</i> participating in group discussions, problem-solving or 'thoughtshower' sessions, finding out information and reporting back to the group
		4.3	Give examples of offering help or support to other team members	<ul style="list-style-type: none"> □ <i>Offer help to other team members:</i> e.g. offer to help other team members complete their task, volunteer to take on the task of a team member who is absent
		4.4	Give examples of accepting the help or advice of others	<ul style="list-style-type: none"> □ <i>Accept help or advice from other team members:</i> try out ideas or suggestions put forward by others; listen respectfully to advice from another team member; accept help from other team members in order to get individual task finished on time
		4.5	Complete the aspects of the allocated task, in line with the brief	<ul style="list-style-type: none"> □ <i>Complete own task in line with the given brief:</i> complete task to required standard and within stipulated timeframe
5	Be able to review own performance as a member of a team	5.1	Identify which positive teamworking behaviours were demonstrated by self in undertaking the task	<ul style="list-style-type: none"> □ <i>Positive teamworking behaviours demonstrated:</i> listened to opinions of others, responded politely to questions, completed the individual task assigned to them satisfactorily, helped others carry out their tasks or responsibilities, offered suggestions as to how the team's goals could be achieved, accepted advice from others, learner's own contribution contributed to success of whole task
		5.2	Identify own teamworking skills that could be improved	<ul style="list-style-type: none"> □ <i>Identify teamworking skills that could be improved:</i> be more patient with other team members, don't interrupt when others are making suggestions, pay more attention to timings allocated for completion of own individual task

Information for tutors

Delivery

The emphasis in this unit is on developing the learner's knowledge and understanding of teamwork through a practical teamworking task.

To understand the positive behaviours necessary for effective teamwork in learning outcome 1, it would be useful for learners to compare two different teamworking scenarios. This could be done in small groups. A question and answer session could determine the positive behaviours. Key words could be collated on a board or flip chart. Teams could work to design a poster or presentation which identifies positive behaviour. The posters or presentations could be displayed in the class or working area for learners to refer to during the rest of the unit. Alternatively, line managers could discuss with individual learners their impressions of different teamworking scenarios within the workplace. Learners could obtain input from colleagues regarding their ideas on positive behaviours required for teamwork.

Learning outcomes 2, 3, 4 and 5 require the identification of team and individual tasks which would enable the participation of all team members. Learners could be involved in selecting the group task. Teams could be made up of around four to seven people. In teams, learners could discuss possibilities for tasks and then report back to the rest of the group. Learners could develop a whole-group discussion to decide which tasks are manageable, achievable and match the skills and interests of the team members in 'What if?' scenarios.

For learning outcome 2, learners could make a list of their own strengths, skills and experiences and match them to individual tasks in the chosen group task.

For learning outcome 3, learners could work with team members for the group task to develop a mind map or flow chart-type diagram, using prompts and question and answer sessions until a picture of the whole task and the individual roles and responsibilities of each member is complete. Learners could present their ideas about how their own role contributes to the work of the team to the rest of the group.

Learners need to implement the agreed team task for learning outcome 4. They could work in groups to devise a checklist to log their involvement in the task.

Learners should be encouraged to analyse their own performance in the team task for learning outcome 5, using evidence from their checklist. Individual learners should concentrate on their behaviour and skills as a member of the team rather than how well the outcome was achieved. Ways for learners to develop teamworking skills could be explored through tutorials, small-group discussions or discussions with a line manager or supervisor.

Assessment

For 1.1, the learner must outline at least two different positive behaviours that are needed for teamwork to be effective. This information could be evidenced in a number of ways, for example a leaflet, presentation or poster.

For 2.1, 2.2, and 2.3, the learner needs to refer to the identified group task when identifying their strengths, skills and experiences and how these may help them complete aspects of the task. A chart could be suitable evidence for these criteria. The learner needs make the link between their strengths, skills and experiences and the group task. Alternative methods of evidencing learning may be used.

The evidence required for 3.1, 3.2 and 3.3 could be combined in one task. The information could be evidenced in a number of ways, such as PowerPoint slides, a poster or through one-to-one discussion with the tutor or line manager. The learner needs to refer to the chosen task and identify what the task is about and its intended outcome, and the role and responsibilities of all members of the team for 3.1 and 3.2.

For 3.3, the learner needs to outline at least two reasons why their own role is necessary for the successful completion of the group task.

The evidence required for 4.1, 4.2, 4.3, 4.4 and 4.5 may be provided in a logbook completed by the learner during the task. The logbook may take a variety of formats, depending on the needs of individual learners. The logbook needs to be verified by the tutor/line manager. Alternative methods of evidencing may be used, for example a witness statement or observation report.

For 5.1, the learner needs to identify details about which positive teamworking behaviours (identified in 1.1) they demonstrated during the completion of the task. Giving two ways of improving their teamworking skills would provide the evidence for 5.2. Both these criteria could be assessed through one-to-one discussion with the tutor/line manager. Responses should be recorded for verification purposes.

Suggested resources

Websites

www.bbc.co.uk/health/physical_health/conditions/obesity2.shtml	BBC – Childhood obesity
www.capt.org.uk/	Child Accident Prevention Trust – Children’s playgrounds
www.dentalhealth.org.uk/faqs/browseleaflets.php	British Dental Health Foundation
www.elc.co.uk/	Early Learning Centre – educational toys
www.madeformums.com/	<i>Practical Parenting</i>
www.projectsmart.co.uk/team-building.html	Project smart – advice on team building
www.yourfamily.org.uk	<i>NSPCC</i> parenting magazine

Unit 22: Alternatives to Paid Work

Unit code: R/503/2860

Level: Level 2

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is for learners to understand the skills, qualities and knowledge gained from participating in alternatives to paid work and how to transfer these benefits to other areas of life.

Unit introduction

In this unit, learners will develop their understanding of the different types of beneficial alternatives to paid work and how they could use the skills and qualities gained through participating in these different activities in other areas of their lives. They will also learn about the role of organisations associated with beneficial alternatives to paid work.

Essential resources

Learners will need access to appropriate sources of information about alternatives to paid work, for example websites, community noticeboards, magazines, newspapers, representatives from appropriate organisations and societies.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand different alternatives to paid work	1.1	Describe different types of alternatives to paid work	<ul style="list-style-type: none"> □ <i>Different types of alternatives to paid work:</i> voluntary activities e.g. volunteering for local charity organisation or community organisation; family care responsibilities, e.g. caring for young child or family member with a disability; leisure activities, e.g. sports or other hobbies; study or training, e.g. via internet or at local college; compulsory activities, e.g. community service order, supervision order
		1.2	Explain differences in types of alternatives to work	<ul style="list-style-type: none"> □ <i>Differences in alternatives to paid work:</i> voluntary activities, e.g. may involve helping others, may be a charitable organisation, expenses may be paid; family care responsibilities, e.g. may have no choice, may be isolating, limits leisure time; leisure activities, e.g. freely chosen, takes place in own time; study or training activities, e.g. may not be free, may be fulltime/parttime, may involve expenditure; compulsory supervision order/community service order, e.g. penalties if not completed
		1.3	Explain the role of different organisations associated with alternatives to paid work	<ul style="list-style-type: none"> □ <i>Role of different organisations:</i> provide information on opportunities to become involved in beneficial alternatives to paid work and steps to take in order to become involved; provide information about any requirements or restrictions on being involved in an alternative to paid work, e.g. minimum time commitment, age restrictions, travel, skills/experience/qualifications required; provide support, advice and guidance for those involved in beneficial alternatives to paid work, e.g. legal, financial and ethical matters, advice and support on emotional or personal matters, access to practical help, support resources, networking with others involved in same or similar activities, advice on paid employment opportunities, training and education

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to transfer the skills, qualities and knowledge gained from alternatives to paid work to other areas of life	2.1	Describe different types of skills, qualities and knowledge that can be gained through participating in alternatives to paid work	<ul style="list-style-type: none"> □ <i>Skills, qualities and knowledge:</i> interpersonal skills e.g. teamwork, communication, willingness to learn, ability to listen to others, ability to motivate or encourage others; technical or specialised skills e.g. learn to cook, care for young children, operate piece of equipment or machinery; personal qualities e.g. confidence, patience, empathy, determination, perseverance, punctuality, dependability, flexibility, loyalty, sense of responsibility, self-discipline; knowledge e.g. gain experience and understanding in a particular area, achieve qualifications
		2.2	Explain steps to take to use the skills, qualities or knowledge gained from alternatives to paid work in other areas of life	<ul style="list-style-type: none"> □ <i>Steps that might be needed to use the skills, qualities or knowledge gained in other areas of life:</i> e.g. set personal goals to use the learning, qualities or skills gained from involvement in alternatives to paid work, investigate options for further study to build on new skills or gain paid employment, use a qualification to gain voluntary or paid work, request reference from voluntary employment activities for future employer, use new sense of self-confidence to enrol on course at the local college or join keep-fit classes, use skills from training course to help children with their homework, use skills as child carer to work as helper at a grandchild's school

Information for tutors

Delivery

This unit can be delivered in a variety of contexts. Delivery will depend on the particular circumstances of learners but may include learners already or previously involved in alternatives to paid work, as well as those with no current or previous involvement. Some of these contexts will emphasise identifying the skills acquired or needed and their transferability into other work contexts. The unit could therefore, be used by home makers for example, to show how the skills that they have developed could help them find employment. Other contexts may involve potential learners using skills gained from alternatives to paid work to help them in enrolling on an appropriate training course. Delivery could be centred on using the learner as a case study.

Contexts could include the following:

- home makers
- home carers looking after, for example, young children or ill relatives
- learners considering a gap year
- leisure activities
- further study
- returners to work
- volunteering and/or community service.

Tutors delivering this unit have the opportunity to use a wide range of resources including presentations, seminars, practical workshops, interviews (for example face to face, phone interviews), projects, assignments, external trips and guest speakers. Additional learning resources could include journals, videos, DVDs, case studies, learner presentations and group work.

Learners could visit different organisations which offer alternatives to paid work. On return to class, they could write up their notes and use the information to report back to the rest of the group.

Guest speakers, DVDs and case studies could give learners an understanding of the differences and similarities between different types of alternatives to paid work for learning outcome 1.

Learners should have opportunities to find out relevant information about the services provided by organisations associated with appropriate alternatives to paid work. Learners could carry out an internet search, or visit, write or telephone appropriate organisations to gain an understanding of the role of these organisations.

Tutors/line managers could give learners case studies to analyse in order to determine the skills, qualities and knowledge gained from alternatives to paid work and how they can be transferred to other areas of life. A question and answer session could help learners to develop a knowledge and understanding of this concept for learning outcome 2.

Case studies could also be used to determine transferability of skills. Alternatively, tutors could give learners the opportunity to participate in a group discussion, or question and answer session with a visiting speaker, about how to transfer the skills, qualities and knowledge gained from alternatives to paid work to other areas of life. Learners could record the ideas gathered individually or in groups.

Assessment

For 1.1, learners should describe at least three different types of alternatives to paid work, and give an example for each type.

For 1.2, the learner needs to explain the similarities and differences between three different alternatives to paid work. This information could be evidenced in a number of ways, for example presented as a table, as PowerPoint slides, in a leaflet or as guidance notes for other learners.

For 1.3, the learner should describe two different types of organisation and, for each, explain two different types of service or role the organisation performs. Learners will need to identify the sources of their information. Evidence for 1.3 could be combined in a presentation with evidence for 1.2.

For 2.1, the learner should describe the skills, knowledge and qualities that can be gained through participating in alternatives to paid work. Descriptions do not need to be lengthy, but must clearly demonstrate the nature and value of the skill, knowledge or quality gained. In achieving 2.1, the learner may draw on one or more examples of alternatives to paid work. In total, they should describe at least three skills, qualities or types of knowledge gained and the three examples should be sufficiently varied. This may be evidenced in a chart, table, poster or other appropriate method.

For 2.2, the learner must explain what steps to take to use gained skills, qualities or knowledge in other areas of life. At least one suggested step is required for each of three skills, qualities or aspects of knowledge. Responses may be in reference to the skills, knowledge and qualities described in 2.1. For 2.2, the learner must show a clear understanding of an action they can take they can apply the knowledge, skill or quality to another area of life.

Suggested resources

Websites

www.carersuk.org	<i>Carers UK</i> – information and advice for carers
www.gapyear.com	Information and advice on volunteering during a gap year
www.learndirect.co.uk	Advice on courses and qualifications
www.princes-trust.org.uk	The Prince's Trust – advice on courses
www.dofe.org	The Duke of Edinburgh Award
www.yearoutgroup.org	<i>YearOutGroup</i> – ideas on what to do during a year out

Unit 23: Managing Your Own Money

Unit code: D/503/2862

Level: Level 2

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to develop a knowledge and understanding of how to budget to manage their personal finances. In this unit ways to use credit responsibly are explored.

Unit introduction

Being able to manage your own finances is an essential life skill for anyone and is a key factor in avoiding stress and difficulties caused by money matters. In this unit, learners will develop the skills and knowledge needed to produce a budget successfully, so that their planned outgoings do not exceed their income. They will consider buying on credit and the responsibilities and potential problems associated with using credit and loans.

Essential resources

Learners need access to information relating to banks, building societies and other financial institutions.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to produce a personal budget	1.1	Carry out calculations of expenditure and income for an individual for a month	<ul style="list-style-type: none"> □ <i>Expenditure</i>: e.g. gas/electricity, mortgage/rent, mobile/landline phone, council tax, income tax and National Insurance, water rates, pension scheme payments, groceries, clothing, entertainment, transport, childcare costs, credit card repayment □ <i>Sources of income</i>: salary or wages; inheritance, gifts; pocket money; selling items; benefits; loans and credit agreements; interest on savings
		1.2	Calculate balance at the end of the month	<ul style="list-style-type: none"> □ <i>Suitable calculations</i>: daily/weekly/monthly expenditure of essential and non-essential outgoings; weekly/monthly income □ <i>Planning expenditure and income</i>: knowing how much money you have available each week/month after taxes; knowing how much you can afford to spend on various items, goods or services
		1.3	Identify ways to ensure expenditure does not exceed income	<ul style="list-style-type: none"> □ <i>Ways to ensure expenditure does not exceed income</i>: make savings e.g. special offers on food, buy clothing in sales, walk/cycle instead of using public transport, make own sandwiches; save for larger items e.g. holidays, birthday presents; not buying on impulse

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the use of credit to borrow money	2.1	Identify different sources of credit	<ul style="list-style-type: none"> Identify different sources of credit: loans, credit cards, store cards, in-store finance deals
		2.2	Explain how to use credit responsibly for expenditure and investing	<ul style="list-style-type: none"> Using credit responsibly: state your personal financial details accurately and honestly when applying for credit or increased level of credit, know how much money you can afford to borrow, don't take out more credit than you can afford to repay, check the interest rate (APR) before signing a credit agreement e.g. for a loan, credit card, store card, minimum repayments to the lender must be made on time, check the details of credit statements and check with the lender if any of the details are unclear or incorrect, inform the lender if you get into difficulty with your repayments
		2.3	Describe the potential problems of using credit	<ul style="list-style-type: none"> Potential problems of using credit: interest rates could cause total repayment amount to greatly exceed the amount of money borrowed, penalty fees could apply if the borrowed amount is repaid in full before end of credit agreement, levels of debt could become unmanageable, inappropriate levels of debt could have negative consequences e.g. legal action, emotional stress, goods repossessed

Information for tutors

Delivery

Learners may find that information can be gained from their own experiences, the internet, banks, building societies and other appropriate sources. Learners need to be introduced to the basic terminology needed to prepare a budget and to use credit, and to the factors associated with preparing a budget and using credit, for example outgoings, expenditure, income, repayments, interest, debt.

As a way of introducing the unit, small-group discussions could identify different sources of income and common types of weekly or monthly outgoings. Learners would then progress to planning their expenditure and income in the form of a basic budget plan.

For learning outcome 1, learners must demonstrate a range of basic calculation techniques. The level of calculations should reflect the Functional Skills mathematics standards for learners at this level. The learner should be able to keep a record of income and expenditure for a week/month, and use those records to plan the weekly/monthly expenditure according to the income. If learners choose to use their own financial situation as a basis for planning income and outgoings, confidentiality must be respected throughout.

A number of websites provide budget planners which learners could complete, for example www.moneymadeclear.fsa.gov.uk. Initially, learners could carry out an internet search to find the most appropriate budget planner to meet their needs. Some budget planners will carry out all the calculations. However, for assessment purposes, the learner must make the calculations themselves, with or without a calculator.

Alternatively, small-group discussions could be used to work out potential outgoings and a rough estimate of what each outgoing costs per week/month. Where small-group discussions are used to work out income and expenditure for a budget, it is advisable, in the interests of learner confidentiality, to use simulated examples of a family or individual situation as far as possible.

Learning outcome 2 is based on identifying different sources of credit. Learners should be encouraged to use the internet or visit local banks, building societies and shops to gather information about different forms of credit. The information gathered, by individual learners or small groups could be presented to the whole group. Alternatively, representatives from banks or building societies could be invited to speak about the various credit services their organisations offer.

Credit and loans are areas that are important to know about and understand in today's society. It is especially important for learners to gain an appropriate understanding of the requirements and responsibilities associated with buying on credit and taking out loans.

Debt is on the increase in the UK and helping learners to understand the consequences of getting into debt, and other potential problems associated with credit, is an important element of this unit. Younger learners may feel that they cannot experience some of the problems associated with using credit or getting into debt, as they cannot apply for credit cards, overdrafts, personal loans or hire purchase schemes. However, discussions could centre on the consequences of getting into debt by other means, such as incurring debts with family and friends. Adult learners may have already experienced some of the problems associated with using credit. This subject area could be particularly sensitive and should be handled with care.

Assessment

To meet 1.1, the learner must draw up a simple budget in the form of expenditure against income for a month. The learner can be given simulated information on which to base their calculations or may base their calculations on their own circumstances. Income information should also be provided which could be based on the national minimum wage. Where the calculations are based on the learner's own circumstances, confidentiality must be respected throughout. The level of calculations required should reflect the appropriate Functional Skills mathematics standards for learners working at this level.

For 1.2, the learner must calculate the correct balance for the month.

To meet 1.3, the learner needs to explain three different ways to keep a budget in balance. Reference may be made to the budget given in 1.1 or responses may be generic.

For 2.1, the learner must identify at least two different examples of sources of credit.

For 2.2, the learner must describe at least three different responsibilities that the borrower has when using credit for outgoing expenses or investment purposes. They must provide appropriate details for each of the responsibilities; it is not enough for the learner just to identify them. As evidence, the learner may take on the role of a lender who provides guidance on what the borrower's responsibilities are. Alternatively, the learner may gather information on the topic and present this to the group.

For 2.3, the learner must describe at least two potential problems of using credit. The information could be presented as a poster, table or leaflet. The learner must identify the potential problem and, in each case, give a straightforward reason or explanation of why it is a potential problem.

Suggested resources

Websites

www.bbc.co.uk/skillswise/maths/

Resources for help in developing number and money skills

www.cccs.co.uk

Consumer credit counselling service

www.need2know.co.uk/

Need2KnowMoney – advice on managing finances

Unit 24: **Self-assessment**

Unit code: **F/503/2868**

Level: **Level 2**

Credit value: **2**

Guided learning hours: **20**

Unit aim

The aim of this unit is for learners to develop the skills needed to assess their own strengths, weaknesses, skills and qualities to inform personal goal setting and to review personal achievements over time.

Unit introduction

In this unit, learners assess their own strengths, weaknesses, skills and qualities so that they can use this understanding of themselves to progress in their work and personal lives. Additionally, the learner will use this information to set their own personal goals. They will gain an understanding of the importance of self-assessment and find out how to set their own long-term and short-term personal goals and review personal achievements over time.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand self-assessment	1.1	Explain why it is important to assess personal strengths and weaknesses	□ <i>Importance of self-assessment of personal strengths and weaknesses:</i> to identify personal strengths; to identify personal weaknesses; to plan future; to set achievable goals; to plan to develop strengths and weaknesses
		1.2	Explain why it is important to assess personal skills and qualities	□ <i>Importance of personal skills and qualities:</i> to recognise personal skills; to recognise personal qualities making realistic career choices and plans; setting achievable long-and short-term goals; successful relationships at work and in personal life
2	Be able to reflect on personal strengths and weaknesses	2.1	Describe own personal strengths and weaknesses	□ <i>Describe strengths and weaknesses:</i> self-assessment; use of tools; feedback from others
		2.2	Explain why it is important to continue to develop own strengths	□ <i>Importance of developing strengths:</i> may benefit career, may benefit personal life, may improve self-esteem, career plans may be changed, enhanced or confirmed as a result, understanding own strengths helps in setting personal goals
		2.3	Explain why it is important to improve on own areas of weakness	□ <i>Importance of improving on areas of weaknesses:</i> helps in setting realistic goals, may benefit personal life, can improve employment or career prospects
3	Be able to reflect on own skills and qualities	3.1	Describe own skills and qualities	□ <i>Describe own skills and qualities:</i> use strengths and weaknesses analysis tool, reflect on past performances and achievements, consider talents and interests, receive feedback from appropriate people
		3.2	Explain why skills and qualities identified are important for own career and personal life	□ <i>Why skills and qualities identified are important for own work and personal life:</i> in relation to own career choices, career plans and career goals; in relation to goals for personal life

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to set personal goals	4.1	Identify sources of information for learning and progression	□ <i>Sources for learning and progression:</i> e.g. job advertisements, college prospectuses and websites, company websites, libraries, careers advice services
		4.2	Identify personal long-term goals	□ <i>Goal setting process for short-term goals and long-term goals:</i> using a stepped process, assess strengths and weaknesses, assess skills and qualities; goal needs to be important to the individual; goal to be achievable; importance of defining the goal clearly; use SMART targets, short-term goals must link logically and progressively to long-term goal
		4.3	Describe short-term goals required for meeting long-term goals	
		4.4	Describe ways in which goals may be tracked over time	□ <i>Tracking goals over time:</i> periodically check plan of action to be taken; have short-term targets; measure achievement by comparing current and intended performance
		4.5	Devise a plan for learning, showing responsibility for own learning	□ <i>Devise plan:</i> to include goals, skills required, and timeframe
		4.6	Implement own plan for learning, showing responsibility for own learning	□ <i>Implement plan:</i> recording achievements against goals
5	Be able to review personal achievements	5.1	Identify achievements over a given period	□ <i>Review personal achievements:</i> successful achievements and why something was successful e.g. successful work placement as supervisor was supportive and learner was consistently punctual; less successful achievements and why something was less successful e.g. coursework not fully completed as learner did not ask for necessary help, unrealistic goals
		5.2	Give reasons for success in achievements	
		5.3	Explain why goals may not be reached within a set period of time	

Information for tutors

Delivery

The emphasis of this unit is on enabling the learner to analyse their strengths, weaknesses, skills and attributes and to set their own long-term and short-term goals. For much of this unit, learners will need to focus on their personal attributes in order to develop a personal plan to achieve their goals; a mixture of tutor/line manager-led input and individual learner reflection is required.

Learners at this level will be working towards developing some autonomy in setting goals.

Learners could record their self-analysis, goal setting and evaluations using logbooks (or similar method). Learners are encouraged to use a variety of methods of recording information in the logbook, wherever possible or appropriate.

The tutor could start delivering this unit by inviting guest speakers to talk about their experiences of self-assessment. Learners would find it useful to prepare questions to ask speakers about how self-assessment benefited them in their careers and personal lives. Learners in the workplace might find it useful to ask other colleagues questions regarding self-assessment or use the internet to find information about the experiences of other people.

For learning outcome 2, the strengths and weaknesses of individual learners could be explored through tutorials or one-to-one discussions. Learners could then work on their own to consider why it is important to improve areas of weakness. They could conduct personal research using the internet or other appropriate resources for information on ways of improving areas of weakness. If appropriate, recognised personality profiling and self-assessment tools can be used in a strength and weakness analysis. The results of the research could be shared with the group or line manager. Recognising and investigating areas of weakness is a potentially sensitive area and should be approached with the appropriate degree of sensitivity and respect, with the emphasis on the fact that everyone has strengths and weaknesses and that it is important to continue developing and accentuating the positive whilst finding ways to address weaknesses and improvement in the desired areas.

The importance of skills and qualities for all areas of life could be explored through different case studies for learning outcome 3. A question and answer session could be a useful way of determining the key points.

For learners to understand the concept of goal setting for learning outcome 4, it would be useful to develop a mind map or similar learning tool with learners, using prompts and question and answer sessions for each of the factors involved until a picture is complete. Learners will need to develop and implement their own plan for learning, drawing together their learning from previous learning outcomes.

The importance of reviewing personal achievements could be explored through group discussion including the value of reflecting on failures as well as successes.

Assessment

Evidence for all the assessment criteria could be provided in the form of a logbook. The logbook could include a variety of methods of recording the appropriate information, depending on the needs of individual learners. Alternative types of evidence could be used. Evidence from tutorials or taped discussions, verified by the tutor/line manager, can be included in the log.

For 1.1, the learner needs to give two reasons why it is important to assess personal strengths and weaknesses. For 1.2, the learner needs to give two reasons why it is important to assess personal skills and qualities. The responses for 1.1 and 1.2 can be generic or refer to the importance of self-assessment for their own career and personal life.

For 2.1, the learner needs to give clear details about both their strengths and weaknesses. They need to refer to at least two areas of strength and two areas of weakness.

Criterion 2.2 requires the learner to give at least two reasons why it is important to continue developing the strengths identified in 2.1.

For 2.3, the learner needs to give two reasons why it is important to improve the areas of weakness described in 2.1.

The learner needs to give details about their skills and qualities for 3.1.

For 3.2, the learner needs to explain why the two skills or qualities identified in 3.1 are important to their work or personal life.

Criterion 4.1 requires learners to identify the sources that inform their goal setting. For 4.2 and 4.3, the learner needs to identify two specific, measurable, attainable, realistic long-term goals and the short-term goals associated with each long-term goal. The evidence for this can be a plan included in the logbook or similar recording tool.

Details of how the success of the goals will be tracked need to be included for 4.4. In 4.5 learners should develop a learning log that incorporates their goals, skills needed and a timeframe for achievement. They should implement this and record achievements over a short period of time sufficient for them to collect evidence to meet 4.6.

For 5.1, the learner should identify their achievements over a stated period of time.

For 5.2, the learner should give two reasons why they were able to accomplish the achievements identified in 5.1.

For 5.3, the learner needs to explain why goals may not be reached within a set period of time. Examples can be given to support the explanation, which can be generic or in relation to the learner's own experiences.

Suggested resources

Websites

www.careersserviceni.com/

Department for Employment and Learning
Careers Service for Northern Ireland

www.lifecoachexpert.co.uk

Lifecoach Expert – advice on career
development, lifestyle and wellbeing

www.mindtools.com

Mind Tools – information on employment
skills

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: **www.edexcel.com/contactus**
- BTEC: **www.btec.co.uk/contactus**
- Work-based learning: **www.Edexcelwbl.com/contactus**
- Books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk/AboutUs/ContactUs/ContactUs.aspx

Other sources of information and publications available include:

- *Edexcel Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually)

Publications on the quality assurance of BTEC qualifications are on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: **0844 463 2535**.

Your BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our BTEC support team to help you whenever – and however – you need, with:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/subjectadvisors
- **Ask Edexcel:** submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist

Annexe A

Mapping to Functional Skills

Entry 3	Unit number																							
English — Speaking and listening	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges			✓							✓	✓	✓	✓	✓	✓	✓	✓	✓						
English — Reading																								
Read and understand the purpose and content of straightforward texts that explain, inform and recount information																	✓							
English — Writing																								
Write texts with some adaptation to the intended audience																	✓							

Entry	Unit number																							
Mathematics — Learners can	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Representing <ul style="list-style-type: none"> understand practical problems in familiar contexts and situations begin to develop own strategies for solving simple problems select mathematics to obtain answers to simple given practical problems that are clear and routine 																					✓			
Analysing <ul style="list-style-type: none"> apply mathematics to obtain answers to simple given practical problems that are clear and routine <input type="checkbox"/> use simple checking procedures 																								
Interpreting <ul style="list-style-type: none"> interpret and communicate solutions to practical problems in familiar contexts and situations 																								

Entry 3	Unit number																							
ICT — Use ICT systems	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Interact with and use ICT systems to meet needs																	✓	✓	✓					
Store information																								
Follow safety and security practices																								
ICT — Find and select information																								
• use simple searches to find information																	✓	✓	✓		✓			
• select relevant information that matches requirements of given task																	✓	✓	✓		✓			
ICT — Develop, present and communicate information																								
• enter and develop different types of information to meet given needs																								
• bring together different types of information																	✓							
Present information and review its effectiveness																✓								
Select and use ICT to communicate																								

Level 1	Unit number																							
English — Speaking and listening	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	23	24	24
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects			✓							✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓
English — Reading																								
Read and understand a range of straightforward texts																	✓		✓					
English — Writing																								
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience																	✓		✓					

Level 1	Unit number																							
Mathematics — Learners can	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Representing <ul style="list-style-type: none"> understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine identify and obtain necessary information to tackle the problem select mathematics in an organised way to find solutions 																					✓			
Analysing <ul style="list-style-type: none"> apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes use appropriate checking procedures at each stage 																					✓			
Interpreting <ul style="list-style-type: none"> interpret and communicate solutions to practical problems, drawing simple conclusions 																					✓			

Level 1	Unit number																							
ICT — Use ICT systems	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Identify the ICT requirements of a straightforward task																								
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context																✓	✓	✓						
Manage information storage																								
Follow and demonstrate understanding of the need for safety and security practices																								
ICT — Find and select information																✓	✓	✓	✓			✓		
Use search techniques to locate and select relevant information																✓	✓	✓	✓			✓		
Select information from a variety of ICT sources for a straightforward task																								

Level 1	Unit number																							
ICT — Develop, present and communicate information	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks																✓								
Use appropriate software to meet requirements of straightforward data-handling task																✓								
Use communications software to meet requirements of a straightforward task																								
Evaluate the selection and use of ICT tools and facilities used to present information																								
combine information within a publication for a familiar audience and purpose																								
Evaluate own use of ICT tools																								

June 2016

**For more information on Pearson and BTEC qualifications please
visit our website: www.Edexcel.com**

ISBN 9781446933688

BTEC is a registered trademark of Pearson Education Limited

**Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE. VAT Reg No GB 278 537121**