Pearson Edexcel Level 1 Diploma for Parenting and Work Preparation

Specification

Specialist qualification
First teaching September 2013

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson Edexcel Level 1 Diploma for Parenting and Work Preparation (QCF)

The QN remains the same.

Summary of Pearson Edexcel Level 1 Diploma for Parenting and Work Preparation specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Section number
Qualification title updated	Throughout
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	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

Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:
- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification 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 qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (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   What are Specialist qualifications?

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, Pearson specify a total number of hours that it is estimated learners will require 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, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include 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.

Specialist qualifications are generally 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 Edexcel Level 1 Diploma for Parenting and Work Preparation
Qualification Number (QN)	601/0962/2
Date registrations can be made	01 SEPTEMBER 2013
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	370
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson *Access and Recruitment policy* (see *Section 10, Access and recruitment*)

Qualification title and Qualification Number

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a unit reference number (URN).

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 *Pearson Information Manual* on our website at qualifications.pearson.com

Pearson Edexcel Level 1 Diploma for Parenting and Work Preparation

This qualification has been developed in partnership with the Nationwide Community Learning Partnership (NCLP). The units are based on the Young Mums to Be (YMTB) and Parents with Prospects Competence Awards.

This qualification is aimed primarily at young people who are either expecting a child or who are young parents. However, the qualification may be of interest to people who are interested in developing these skills for the future. It is intended that the units will appeal to both mothers and fathers.

The units will develop learners' knowledge, understanding and skills needed for bringing up babies, and young children. The units cover areas such as antenatal development and birth and caring for a baby, developing communication, relationships and play with children, maintaining a healthy lifestyle for parenting and healthy eating for children, and keeping children safe.

Learners will develop skills to prepare them for work, covering areas such as searching for and applying for a job. Learners will also be looking at how to plan for a career that is suited to their skills and identifying goals.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson Edexcel Level 1 Diploma for Parenting and Work Preparation can progress on to Level 2 vocational qualifications such as Workskills.

3 Centre resource requirements

As part of the approval process, centres must make sure that the resources 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 above, there are specific resource requirements that centres must meet:

Unit	Resources required
Unit 4: Using Planning Skills to Make a Resource for a Baby	Learners will need access to materials to enable them to make a resource for a baby.
Unit 6: Developing Communication and Literacy with Children	Learners will need resources to enable them to make a resource to support story reading.
Unit 13: Searching for a Job	Learners need access to sources of information about where and how to search for specific types of jobs (such as magazines, newspapers, the internet, other people, Jobcentres). They will also need access to examples of relevant job advertisements (real or simulated).
Unit 14: Applying for a Job	Learners need access to examples of real or simulated job application forms and examples of other job application documents such as CVs and covering letters.

Unit	Resources required
Unit 15: Preparing for an Interview	In order to prepare for an interview, learners need a given brief for an appropriate job, work placement or a place on a training course.
Unit 16: Interview Skills	Learners must participate in a real-life or simulated interview.
Unit 17: Career Progression	Learners need access to a range of career-related resources such as websites and publications, and tutors and careers advisers.

4 Qualification structures

Pearson Edexcel Level 1 Diploma for Parenting and Work Preparation

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

Minimum number of credits that must be achieved	37
Minimum number of credits that must be achieved at level 1 or above	20

Unit	Unit Reference Number	Optional units	Level	Credit	Guided Learning Hours
1	D/503/5521	Antenatal Care and Preparation for Birth	Entry 3	4	40
2	J/503/5531	Caring for a Young Baby from Birth to Six Months	Entry 3	3	30
3	T/503/5525	The Responsibilities of Caring for a Young Baby	1	3	30
4	Y/503/5520	Using Planning Skills to Make a Resource for a Baby	1	3	30
5	J/503/5528	The Rights and Responsibilities of Parenting	1	3	30
6	K/503/5523	Developing Communication and Literacy with Children	1	4	40
7	A/503/5526	Developing Relationships and Play with Children	1	3	30
8	L/503/5529	Healthy Eating for Children	1	3	30
9	M/503/5524	Keeping Children Safe and Well	1	4	40
10	F/503/5527	Positive Parenting Skills	1	3	30
11	H/503/5522	Managing Money for Parenting	1	3	30
12	F/503/5530	Healthy Lifestyles for Parenting	1	3	30
13	D/503/2831	Searching for a Job	1	1	10
14	H/503/2832	Applying for a Job	1	1	10
15	K/503/2833	Preparing for an Interview	1	1	10
16	M/503/2834	Interview Skills	1	1	10
17	F/503/2837	Career Progression	1	2	20

5   Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
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 learning outcomes. 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 the 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 (eg 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 a *Pearson 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 annually a Standards Verifier 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 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*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

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 qualifications.pearson.com

12 Units

All 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.

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.

Assessment criteria

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.

Some units may also have these sections:

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.

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.
- *Outline learning plan* – gives guidance for suggested activities and assignments
- *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: Antenatal Care and Preparation for Birth

Unit reference number: D/503/5521

Level: Entry 3

Credit value: 4

Guided learning hours: 40

Unit aim

This unit aims to help learners understand the care needed during pregnancy to ensure the health of the baby and the expectant mother. The unit also covers how to prepare for labour and the birth of a baby.

Unit introduction

It is essential to know how a baby grows and develops in pregnancy to understand the importance of antenatal care for the health of the mother and baby. It is, therefore, important for learners to have a good understanding of the routine screening and diagnostic tests offered in antenatal care as well as lifestyle advice recommended for the expectant mother. Women have certain rights about how they are cared for during labour. To exercise these rights it is essential to understand the process of labour, options for pain relief and importantly, how they can be supported by a birth partner. This unit aims to develop knowledge and understanding in these key areas.

For learning outcome 1, learners explore the development of the baby in the uterus from conception to birth. The routine tests which are offered as part of antenatal care are examined.

How the expectant mother can stay healthy in pregnancy is investigated in learning outcome 2. Both dietary and lifestyle advice are considered.

For learning outcome 3, the process of labour and ways the woman can be supported in labour are considered. How to prepare for labour and the birth of the baby is a significant part of this section.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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 antenatal development and antenatal care	1.1	Identify developmental features of the baby at the following stages of pregnancy • 6 weeks • 12 weeks • 24 weeks	☐ *Antenatal development*: key stages, e.g. six weeks heart begins to beat, 12 weeks all organs and limbs formed, 15-16 weeks movements felt by mother, 24 weeks swallowing and practising breathing, 32 weeks putting on weight and getting ready for birth, around 40 weeks birth
		1.2	Name tests which are included in antenatal care	☐ *Tests*: blood tests to test blood group, anaemia, rhesus factor, rubella immunity, hepatitis B, syphilis, HIV offered
		1.3	Give reasons why different tests are carried out in ante-natal care	☐ *Reasons for tests*: blood pressure monitoring for pre-eclampsia; urine tests for sugar, protein; ultrasound scans to show growth of baby, position of placenta; amniocentesis for genetic abnormalities
2	Know how to stay healthy in pregnancy	2.1	List healthy foods for a expectant mother	☐ *Diet in pregnancy*: balanced diet, e.g. the five food groups, the 'eat well' plate
		2.2	State foods which an expectant mother should not eat	☐ *Foods to avoid*: liver, paté, soft cheese, undercooked meat, undercooked or raw egg, peanuts, swordfish; eat only one portion of oily fish a week
		2.3	List things an expectant mother should do to stay healthy	☐ *Lifestyle advice*: stop smoking, avoid passive smoking; avoid alcohol; avoid illegal drugs; take exercise; avoid stress

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to prepare for labour and the birth of a baby	3.1	List signs that labour is starting	☐ *Labour*: signs labour is starting, the show, waters breaking, contractions; first stage of labour; second stage of labour, birth of the baby; third stage of labour, delivery of placenta ☐ *Prepare for labour*: including birth partner in preparations; practising relaxation; practising breathing techniques; writing a birth plan
		3.2	State pain relief choices	☐ *Pain relief*: e.g. transcutaneous electrical nerve stimulation (TENS), entonox, birthing pool, pethidine, epidural, hypnotherapy, acupuncture
		3.3	Identify support a birth partner can give to a woman in labour	☐ *Support in labour*: birth partner, e.g. to support with relaxation and breathing, hold hand, offer cool drinks, rub back, provide encouragement; midwife; different positions in first stage;
		3.4	State steps that can be taken to help bonding with the baby just after birth	☐ *Bonding with the baby*: skin-to-skin contact; opportunity for first breastfeed

Information for tutors

Delivery

A wide range of delivery methods may be used to teach this unit, including tutorials, presentations, visits, simulations, guest speakers, 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 the delivery of this unit by showing video clips of embryonic and foetal growth. Learners could examine images from books or life-sized models of different stages in foetal growth. Tutor-led group discussion to identify key stages in development could follow. Learners could complete gapped worksheets to consolidate knowledge.

Learners could work in pairs for learning outcome 1, supported by the tutor, to find out about different antenatal tests and the reasons why they are carried out using a range of resources such as internet sites, books or journals. Learners could compete pro forma. Learners could feed back their findings to the whole group and the tutor could present the information about the tests on a flipchart. Learners could produce posters of the key antenatal tests to display in the classroom.

For learning outcome 2, tutors could assess learners' knowledge of food that expectant mothers should avoid with a quiz such as 'Who wants to be a millionaire?' Learners could produce a leaflet to advise an expectant mother about which food is safe in pregnancy. Learners could work in groups to plan a day's menus for an expectant mother using a range of resources. Learners could present their menus on a flipchart. The tutor could lead a discussion to compare the menus followed by a whole-class decision about the best menu. Learners could collect leaflets from a local GP's surgery about healthy lifestyles in pregnancy. Learners could work in pairs to complete a gapped worksheet about healthy lifestyles in pregnancy. A tutor-led whole-class discussion could follow about the effects on mother and baby if lifestyle guidance is not followed.

Learning outcome 3 could be introduced by a demonstration of relaxation techniques followed by an opportunity for learners to practise relaxation exercises. An opportunity to observe the equipment in a labour suite could be provided by showing videos or photographs. A midwife could be invited as a guest speaker to demonstrate a TENS machine and answer learners' questions about support provided in labour. Learners' knowledge of different methods to relieve pain in labour could be assessed by a question and answer session. Learners could be shown videos of mothers and babies immediately after birth. Learners could be asked to note the responses of babies. This could be followed with a whole class discussion about what mothers and babies need at this time. A mother who has used a birthing pool could be invited to speak to learners about her experience and support given by her birth partner. Learners could be shown examples of different birth plans to examine what could be included.

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. Theory – antenatal development and care Demonstration of embryonic and foetal growth and development using models. Watch videos about antenatal growth and development. Complete worksheets about key development stages. Activity – learners work in pairs to find out about different antenatal tests. Complete a pro-forma. Share results with whole class. Make posters of antenatal tests. Assessment – learners to record key stages in the development of the baby in pregnancy and different tests which are included in antenatal care and reasons for the tests. (Learning outcome 1)
Theory – staying healthy in pregnancy – balanced diet Make a leaflet listing food expectant women should avoid. Group work – plan a day's menu for an expectant mother. Display on posters. Class discussion about which is the best menu? Are there foods from the five food groups? Is the menu balanced? Tutor supported research – each group research lifestyle advice. Feed back to whole group. Produce a factsheet for group about advice. Whole-group discussion – reasons why expectant women may not follow advice about keeping healthy in pregnancy. Assessment – learner to record foods which a pregnant woman should not eat and different advice which is given to a pregnant woman about her lifestyle. (Learning outcome 2)
Theory – labour, birth and support. Demonstration – relaxation techniques followed by practical- learners to practise relaxation exercises. Guest speaker – midwife – learners prepare questions about support in labour. Demonstration of use of TENS. Show videos/photographs of labour suite to identify equipment. Whole-class quiz about what happens in labour. What support would you want from a birth partner in labour? Class discussion. Guest speaker – midwife – to speak about use of birthing pools. Watch videos of mothers and babies immediately after birth. Question and answer session about responses of baby. What will help the baby and mother to bond at this time? Comments on flipchart. Analysis of sample birth plans. Assessment – learner records information about the signs that labour is starting, pain relief, how a birth partner can support a birth and what can help the mother and baby to bond. (Learning outcome 3)

Assessment

Assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2 and 2.3 may be linked together into one assignment task as a guidance leaflet for expectant parents. A poster or a leaflet may be used to present the information.

For assessment criterion 1.1, learners will need to give brief information about one developmental features of the baby at each of the different stages of development in pregnancy (6 weeks, 12 weeks and 24 weeks), for example 12 weeks all organs and limbs formed, 24 weeks etc. Information may be provided as annotations on diagrams.

For assessment criterion 1.2, learners will need to identify at least four tests that are included as part of antenatal care. For 1.3, learners will need to give one reason why each test given in 1.2 is performed.

Brief detail of suitable foods for an expectant mother could be presented in the form of a menu for one day to include three meals, drinks and snacks to meet assessment criterion 2.1. Other forms of evidence may be used. Learners must include food from the five food groups to meet this criterion.

For assessment criterion 2.2, learners will need to list at least three different foods which an expectant mother should not eat.

For assessment criterion 2.3, learners will need to include recommendations about smoking, alcohol and drugs in pregnancy.

For 3.1, learners will need to give two signs that labour may be starting.

To meet 3.2, learners will need to include brief information about two different ways pain may be relieved in labour, for example Entonox is a gas which the mother can use during contractions. For 3.3 at least two ways a birth partner may support the woman in labour must be included. For assessment criterion 3.4, at least two actions that can be taken to help bonding, must be given. A template can be used to record the information for 3.1, 3.2, 3.3 and 3.4.

Alternative methods of evidencing learning may be used.

Suggested resource

Books

Deans A – *Your Pregnancy Bible: The Experts' Guide to the Nine Months of Pregnancy and the First Weeks of Parenthood* (2nd Edition, Carroll and Brown, 2007)

Journals and/or magazines

Mother and Baby

Practical Parenting

Other

Department of Health – *The Pregnancy Book* (Crown, 2007)

Websites

www.askamum.co.uk	Ask a Mum *Mother and Baby Magazine* website
www.dh.gov.uk/en/index.htm	Department of Health
www.eatwell.gov.uk/agesandstages/ pregnancy/whenyrpregnant	Food Standards Agency – healthy eating in pregnancy
www.nhs.uk/Planners/pregnancycareplanner /pages/Painrelief.aspx	NHS site – pregnancy care planner, NHS guide to having a baby
www.nhs.uk/Planners/pregnancycareplanner /pages/Healthinpregnancyhome.aspx	NHS site – your health during pregnancy
www.practicalparenting.co.uk	*Practical Parenting* magazine website

Unit 2: Caring for a Young Baby from Birth to Six Months

Unit reference number: J/503/5531

Level: Entry 3

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to provide learners with the knowledge and understanding to care for a young baby from birth to six months.

Unit introduction

It is essential to know how a baby grows and develops in pregnancy to understand the importance of antenatal care for the health of the mother and baby. It is, therefore, important for learners to have a good understanding of the routine screening and diagnostic tests offered in antenatal care as well as lifestyle advice recommended for the expectant mother. Women have certain rights about how they are cared for during labour. To exercise these rights it is essential to understand the process of labour, options for pain relief and importantly, how they can be supported by a birth partner. This unit aims to develop knowledge and understanding in these key areas.

For learning outcome 1, learners explore the development of the baby in the uterus from conception to birth. The routine tests which are offered as part of antenatal care are examined.

How the expectant mother can stay healthy in pregnancy is investigated in learning outcome 2. Both dietary and lifestyle advice are considered.

For learning outcome 3, the process of labour and ways the woman can be supported in labour are considered. How to prepare for labour and the birth of the baby is a significant part of this section.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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 needs of a young baby	1.1	State the needs of a young baby	☐ *Needs of young baby*: nutrition, e.g. breast milk or formula; warmth; cleanliness, ie nappy change, bathing, top and tail; sleep; fresh air, e.g. walk outdoors in pushchair or sling; exercise, e.g. baby kicking own legs while on floor, in bath; love and affection, e.g. cuddling, stroking, massage; play or stimulation, e.g. eye contact, talking, singing, mobiles
2	Know the benefits of breastfeeding	2.1	List benefits of breastfeeding for a baby	☐ *Advantages of breastfeeding to baby*: immunity; correct nutrients; correct temperature; easy for babies to digest; less likely to have chest or ear infections or diarrhoea; allergies less likely
		2.2	List benefits of breastfeeding for the mother	☐ *Advantages of breastfeeding to the mother*: free; always ready; encourages mother to sit, relax and bond with baby; can help with weight loss; protects against cancer of ovary and breast; dirty nappies less smelly
3	Know about weaning	3.1	Identify the signs which show that a baby is ready to be weaned	☐ *Weaning*: not before six months; signs, e.g. can sit up, wants to chew, putting toys and other objects in their mouth, reaches and grabs accurately; seek advice from health visitor; food, e.g. do not add salt or sugar; safety, e.g. do not leave baby alone when eating
		3.2	State why weaning should not be started early	☐ *Problems with weaning before six months*: baby cannot digest food; increased risk of infection; increased risk of allergies; baby cannot chew

Learning outcomes		Assessment criteria		Unit amplification
4	Know about serious illness in a young baby	4.1	State ways to reduce the risk of cot death	□ *Safe environments*: smoke free; protect from risk of cot death, e.g. room temperature 18-20°, place baby on back to sleep, 'feet to foot' position, do not sleep with baby in bed or on sofa
		4.2	Identify when urgent medical attention is needed for a baby	□ *Serious illness*: signs of serious illness in baby, e.g. high-pitched cry, less responsive, arches back, grunts, pale, takes less than a third of food, vomits green fluid, passes blood, high fever; when to seek urgent medical attention, e.g. stops breathing, goes blue, unresponsive, cannot be woken, has a fit, rash which disappears when pressed with a glass
5	Know about the needs of new parents	5.1	State the needs of new parents	□ *Needs of new mothers*: sleep; good nutrition and extra fluids especially when breastfeeding; opportunities to relax; professional advice, e.g. midwife, health visitor; support groups, e.g. mother and baby □ *Needs of new fathers*: opportunities to bond with new baby; time to adjust to new role
6	Be able to plan the care of a young baby	6.1	Produce a plan to care for a young baby over 24-hour period	□ *Planning for care of a young baby*: physical needs of baby, e.g. feeding, nappy changing, fresh air; play or stimulation

Information for tutors

Delivery

Learners should be actively involved throughout the unit. As many practical activities as possible should be included to help learners relate to the content of the unit. These include simulations, role play, demonstrations, visits and guest speakers.

Learning outcome 1 can be introduced by exploring basic needs with a thought shower exercise. Whole group discussion could follow to establish the particular needs of young babies. Learners could work in pairs to carry out research into how to meet different basic needs of babies, supported by the tutor. A range of resources such as websites, journals and books could support this research. Learners could produce a factsheet for other learners.

A demonstration of nappy changing, bathing and topping and tailing using a doll could be followed with a practical session to give learners the opportunity to perform simulated practical caring skills. The benefits of baby massage could be explored by watching a video followed by tutor led discussion. Key points could be listed on a flipchart.

To introduce learning outcome 2, a quiz could be used to asses learner's understanding of the physical and emotional benefits of breastfeeding for both the baby and the mother. Mothers who are breastfeeding could be invited as guests. Learners could prepare questions to ask the speakers about their experiences. Tutor led class discussion to explore questions such as – 'Should mothers be able to breastfeed anywhere?' and 'Why do many mothers give up breastfeeding after a few weeks?' will help learners to consider relevant issues.

Learning outcome 3 can be delivered through a mixture of tutor-led input and individual learner research. Learners could work in pairs to explore the information provided in weaning leaflets, on the internet and in books and journals to enable them to complete a gapped handout. A question and answer session about why weaning should not be started until the baby is ready will help learners to consolidate knowledge.

Consideration of serious illness in a young a baby for learning outcome 4, could be introduced by providing statistics about sudden infant deaths. Learners could work in small groups to research ways to reduce the risk of sudden infant death. Learners could produce posters about ways to reduce risks to display in the classroom. Learners could individually complete a handout identifying features of an unsafe bedroom for a baby. Learners could swap their worksheet with a peer to check their answers.

Signs of serious illness in a young baby can be introduced with a question and answer session. Key points about signs of serious illness and when to seek medical advice could be listed on a flip chart.

To explore the needs of new parents for learning outcome 5, learners could work in groups to prepare questions to interview new parents. Groups could feed back their suggestions for questions to the whole group, followed by discussion to agree questions to use. A question sheet could be drawn up for learners to use to interview guests, or new parents that they know. A whole group discussion could follow to identify the needs of parents from the questionnaires.

For learning outcome 6, learners will need to identify what needs to be included in a 24-hour care plan for a baby. A tutor-led discussion could follow to draw up a template which could be used to record the plan. Learners could be given a selection of brief case studies of babies for them to choose for their care plan. Learners could work individually, supported by the tutor to complete the care plan for their chosen baby.

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 Theory – needs of a young baby. Thought shower – What are the basic needs of everyone? Are needs of young babies different? Paired work – put needs of young baby in order of priority. Whole-group discussion about what is essential. Tutor-supported research into meeting needs. Each pair to use range of resources to identify care needs, eg how often does a young baby need to be bathed? When should nappies be changed? Each pair to produce brief factsheet for rest of group. Demonstrate nappy changing, bathing, topping and tailing using a doll. Practical – learners practise nappy changing, bathing, topping and tailing using a doll. Watch video of baby massage. How does the baby benefit? Assessment – record the needs of a young baby. (learning outcome 1)
Theory – breastfeeding – advantages to baby and mother. Watch videos of mothers breastfeeding. Discuss eye contact, skin-to-skin contact. Whole-class discussion. 'Should mothers be able to breastfeed anywhere they wish?' Guest speaker – mother who is breastfeeding, representative from La Leche League. Learners to prepare questions. Breastfeeding quiz. Assessment – record benefits of breastfeeding for baby and mother. (learning outcome 2)
Theory – weaning. Paired work – study weaning advice leaflets. Complete a gapped handout about when to start weaning, reasons why weaning should not be started early. Assessment – record signs a baby is ready to be weaned and reasons why weaning should not be started early. (learning outcome 3)
Theory – serious illness in babies. Discussion – Why is it important that young babies should have a smoke-free environment? Demonstration – how babies should sleep to reduce the risk of cot death. Prepare posters for display about ways to reduce the risk of cot death. Theory – signs of serious illness. Assessment – record ways to reduce the risk of cot death and when urgent medical attention is needed for a baby. (learning outcome 4)

Topic and suggested assignments/activities
Theory – needs of new parents. Guest speakers – invite new parents for learners to interview about the best and worst things about being a new parent. Whole class discussion – How can new parents be supported? Which professionals and organisations can help new parents? Assessment – record needs of new parents. (learning outcome 5)
Theory – writing a 24-hour care plan. What needs to be included? Learners provided with a pro forma and a range of case studies of different babies to choose. Tutorials to support learners to complete a care plan. Assessment – finish recording 24-hour care plan. (learning outcome 6)

Assessment

The evidence for assessment criteria 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 and 5.1 can be collected and presented in the form of a folder of information for new parents or posters. Alternative methods of assessment may be used.

For assessment criterion 1.1, learners will need to list the care needs of babies. The information may be presented in the form of a factsheet for parents.

To meet 2.1, learners need to give at least three benefits to the baby for breastfeeding.

For 2.2 three benefits to the mother of breastfeeding must be given. Learners could complete a pro forma to present the information.

At least two signs a baby is ready to be weaned need to be included for assessment criterion 3.1.

For 3.2 two reasons why a baby should not be weaned early will need to be given.

For assessment criterion 4.1, three ways to reduce the risk of cot death need to be included.

To achieve 4.2, learners must include information about at least three signs a baby may show that require urgent medical attention.

For 5.1, learners need to include at least three different needs of new parents.

To meet assessment criterion 6.1, learners need to include a basic plan for the care of a young baby for 24 hours. Opportunities for feeding, nappy changing, fresh air, play or stimulation will need to be included. The care plan could be presented in a template.

Suggested resources

Books

Fertleman C and Cave S – *Your Baby Week by Week: The Ultimate Guide to Caring for Your New Baby* (Vermilion, 2007)

Journals and/or magazines

Mother and Baby

Practical Parenting

Other Publication

Department of Health – *Birth to Five* (Crown, 2007)

Websites

www.breastfeeding.nhs.uk	NHS site – breastfeeding
www.breastfeeding123.com/free-video-on-baby-massage-techniques	Bliss tree online baby massage video
www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4117080	Department of Health – weaning leaflet
www.eatwell.gov.uk/agesandstages/baby/weaning	Food Standards Agency – weaning advice
www.laleche.org.uk/pages/about/breastfeedinginfo.htm	La Leche League – breastfeeding
www.nct.org.uk/info-centre/publications/view/49#info	National Childbirth Trust – free video 'Mum's the Word'
www.sids.org.uk	Foundation for Study of Infant Death (FSID)
www.unicef.org.uk	UK committee for Unicef, charity helping children receive support, health care and education to overcome poverty

Unit 3: The Responsibilities of Caring for a Young Baby

Unit reference number: T/503/5525

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

This unit aims to help learners to understand the responsibilities involved in caring for a young baby and the help that is available to provide support and guidance.

Unit introduction

Caring for a young baby is a huge responsibility and places considerable demands on carers. Parents are required to make many decisions about their baby and are often confused by conflicting information. It is vital, therefore, to be well informed, know about the legal responsibilities and importantly to know who can help in making important decisions. This unit aims to develop knowledge and understanding in these key areas.

The legal responsibilities of parents are investigated in learning outcome 1.

For learning outcome 2, learners explore ways to communicate and consider how to communicate effectively with others in difficult situations which may arise when caring for a young baby.

Ways the health visitor supports those caring for a young baby are examined in learning outcome 3. Other organisations that offer support and advice are explored.

The identification of common illnesses of babies is considered in the learning outcome 4.

In learning outcome 5, learners investigate appropriate toys for a young baby. The suitability of toys in terms of safety and play value are considered.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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 legal responsibilities of parents when caring for a young baby	1.1	Identify legal responsibilities of parents with a young baby	☐ *Legal responsibilities*: registering the birth; using correct car seat; never leaving baby alone at home, e.g. even for a few minutes or when asleep; leaving baby with a responsible adult, e.g. babysitter over 16 years
2	Understand how to communicate when caring for a young baby	2.1	Explain different ways to communicate	☐ *Communication*: two-way process, e.g. listening; waiting for response; verbal communication, e.g. face to face, telephone; non-verbal communication, e.g. gestures, smiling, nodding, sign language; written communication, e.g. letters, emails, completing forms
		2.2	Discuss ways to communicate effectively in situations that may arise when caring for a young baby	☐ *Behaviour affecting communication*: assertive behaviour, e.g. being firm, being reasonable, confident, fair; passive behaviour, e.g. obedient, biddable, subservient; aggressive behaviour, e.g. forceful, abusive, attacking ☐ *Situations*: situations requiring assertive behaviour, e.g. trying to get an appointment to see the GP, speaking to a bus driver who refuses to let you on the bus with a pushchair, returning faulty goods to a shop, being challenged about breastfeeding in a cafe
3	Know about the support and advice available to those caring for a baby	3.1	Outline the support provided by the health visitor	☐ *Support from health visitor*: advice about baby care, e.g. breast feeding, sleeping, crying, immunisations, development, safety, illnesses, behaviour; Personal Child Health Record; advice for parents, e.g. diet, rest, post-natal depression, contraception, parenting, childcare, benefits, housing, referral to other agencies, e.g. social workers
		3.2	List organisations which provide support and advice to those caring for a baby	☐ *Organisations which provide support*: local organisations, e.g. parenting groups; national organisations, e.g. Social Services, NHS Direct, Meet a Mum (MAMA), NSPCC, Parentline Plus, Gingerbread, Relate

Learning outcomes		Assessment criteria		Unit amplification
4	Know how to recognise common illnesses of babies	4.1	Describe signs of common illnesses of babies	☐ *Signs of common illnesses of babies*: common cold, e.g. blocked nose making feeding difficult, runny nose, sneezing, slight fever; croup, bark-like cough; ear infection – pulling at ear, discharge, raised temperature; eye infection, e.g. redness, discharge; thrush, eg white spots in mouth, refusing feeds; teething, e.g. red cheek, dribbling, irritable; nappy rash, e.g. redness, soreness; colic, e.g. crying, drawing knees up
5	Be able to select appropriate toys for a baby	5.1	Describe toys suitable for a baby of a stated age	☐ *Appropriate toys for a baby*: safe, e.g. no small parts, non-toxic paint, safety mark; stimulating, e.g. something to look at something to feel or hold, something to listen to
		5.2	Explain why the toys selected in 5.1 are suitable for the baby	

Information for tutors

Delivery

Learners should be given active learning experiences to help them relate to the content of the unit. Delivery methods could include learner-centred tasks such as group work and research tasks, practical workshops, learner-led presentations and guest speakers.

A question and answer session about the legal responsibilities of parents with a young baby can be used to introduce learning outcome 1. The legal responsibilities could be listed on a flipchart. Learners could discuss the reasons for the legislation. Learners could be asked to consider further laws they think should apply to parents of a young baby, for example not smoking, making sure the baby is immunised, and justify their reasons to the group. Learners could research on the internet to explore the legislation about smacking. Learners could complete a gapped handout about the legislation to consolidate learning.

Learning outcome 2 could be introduced with a thought shower about the communication skills parents with a young baby will need. Learners could analyse videos of adults communicating and record the non-verbal skills used. Learners could work in pairs to consider the particular communication needs of adults with a visual impairment and those with a hearing impairment. Learners could practice completing a form such as an application for housing benefit to practise their written communication skills. Ways to communicate assertively could be explored through role play. Learners could discuss the most effective responses to the situations to identify the features of assertive behaviour and the reasons why the assertive behaviour was successful.

for learning outcome 3, a health visitor could be invited to talk about the help and advice that is provided by the health visiting service; show how the Personal Child Health Record is used to record details about the baby's health and development and provide a source of information for parents. Learners could work in groups to prepare a questionnaire for parents with new babies about the help they have received from the health visitor. Learners could interview parents with young babies using their questionnaire; these interviews may be with parents they know or be achieved when visiting a parent and baby group. Results of the questionnaires could be analysed by learners and followed with a whole class discussion to consolidate understanding of the role of the health visitor in providing support to families with young babies.

Learners could work in groups to research the support provided by different organisations to those caring for a baby using the internet and local sources of information, for example library, GP surgery. Groups could present their findings to the group supported with a factsheet for other learners.

For learning outcome 4, learners could research the signs of common illnesses of babies using books, journals and the internet. Learners could present their findings to the group using PowerPoint or a poster.

Learning outcome 5 could be introduced with a quiz about toy safety to assess learners' knowledge about safety features and safety labelling of toys for babies. A discussion about the importance of selecting toys which will be stimulating and encourage development could follow. Learners could visit a toy shop or use toy catalogues or the internet to research suitable toys for babies at three months, six months, nine months and one year. Learners could produce posters about their selected toys giving reasons why the toys have been chosen.

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 or learning. Theory – legal responsibilities. Quiz to assess knowledge. Discussion about reasons for legislation. Paired work – completion of gapped handout about legislation. Whole-class discussion about correct answers. Debate – 'Smacking should be banned'. Assessment – record legal responsibilities.
Theory – communication. Thought shower communication types. Analyse videos of people communicating – record non-verbal communication observed. Paired work to complete pro forma about ways to communicate with people with a visual impairment and those with a hearing impairment. Demonstration of signing with babies. Practical – practise\baby signing in pairs. Role-play situations that may occur when caring for a baby. Decide which is the most effective response. Whole-class discussion about the features of assertive behaviour – list on flipchart. Why is this behaviour most effective? Assessment – record different ways to communicate and examples of ways to communicate effectively in situations that may arise when caring for a young baby. (learning outcome 2)
Theory – support and advice available. Guest speaker – health visitor or parent with young baby. Learners to prepare questions about support given. Collect leaflets from GP surgery about current immunisation programme. Discussion – 'Why aren't all babies immunised?' Prepare posters about immunisation programme to display in classroom. Paired research. Each pair finds out about a different organisation which offers support to those caring for young babies. Present findings to whole group. Prepare factsheet for all group members. Assessment – record support provided by the health visitor and examples of organisations which give support and advice to those caring for a young baby. (learning outcome 3)
Theory – common baby illnesses. Small-group research into different illnesses of babies. Present to whole group using PowerPoint. Practical. Make leaflet for parents about common illnesses of babies. Assessment – record signs of common illnesses of babies. (learning outcome 4)

Topic and suggested assignments/activities
Theory – toys for babies that are safe and stimulate.
Visit to toy shop to identify appropriate toys.
Research suitable toys using catalogues, internet sites.
Practical – produce a whole-class display illustrating suitable toys.
Assessment – record description of suitable toys and reasons why toys are suitable. (learning outcome 5)

Assessment

Evidence for the assessment criteria for this unit could be combined and collected together and presented in the form of a leaflet or folder of information for parents. Alternative methods of assessment may be used.

For 1.1, learners must give clear detail about three different legal responsibilities of parents with a young baby.

To meet 2.1, learners must describe three different ways to communicate and how they support effective communication. For example: 'Non-verbal communication includes gestures such as smiling and nodding. This shows the person you are listening and agree with them'. A list of ways to communicate will not meet the criterion.

For 2.2, learners need to give a brief description of appropriate ways to communicate in two situations which may occur when a parent is caring for a young baby. The situations may be given to learners by the tutor. The learner must describe assertive behaviour in their response and give a brief justification for the way they responded. For example 'I would not shout as this could appear aggressive'.

Assessment criterion 3.1 requires learners to give brief information about four ways the health visitor provides advice and support for those caring for a young baby. Reference must be made to both advice about the baby and support and advice for parents.

For 3.2, learners must list three different organisations that provide support and advice for those caring for a baby.

To meet 4.1, learners need to include brief detail about the signs of at least three common illnesses of babies.

For 5.1, learners must give brief information about at least four different toys that would be suitable for a baby. The age of the baby for whom the toys have been selected needs to be given. For 5.2, learners must give two reasons why each of the toys selected in 5.1 are suitable for the baby. Reasons need to include safety and how the baby will be stimulated by the toy.

Suggested resources

Books

Fertleman C and Cave S – *Your Baby Week by Week: The Ultimate Guide to Caring for Your New Baby* (Vermilion, 2007)

Hilton T and Messenger M – *The Great Ormond Street New Baby and Child Care Book: The Essential Guide for Parents of Children Aged 0-5*, *3rd Edition* (Vermilion, 2004)

Silberg J – *Games to Play with Babies, 3rd Edition* (Brilliant Publications, 2004)

Journals and/or magazines

Mother and Baby

Practical Parenting

Other

Department of Health – *Birth to Five* (Crown, 2007)

Websites

http://shop.healthforallchildren.co.uk/ pro.epl?DO=IMAGE&ID=pchr_alts_jun03	Downloadable copy of Personal Child Health Record
http://toys.nursery-guide.info	The Essential Nursery Toys Guide – toys for babies
www.mama.co.uk	Meet A Mum Association – charity supporting mothers with post-natal depression
www.nhsdirect.nhs.uk	NHS direct – advice line
www.oneparentfamilies.org.uk	Gingerbread – charity supporting one-parent families
www.parentlineplus.org.uk	Charity helpline providing advice for parents

Unit 4: Using Planning Skills to Make a Resource for a Baby

Unit reference number: Y/503/5520

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to help learners develop knowledge and understanding of skills required for planning. In this unit learners will apply planning skills to making a resource suitable for a baby.

Unit introduction

Parenting often requires managing several tasks at once to meet the needs of babies, young children and adults. The required skills of self-management, time management, and problem solving can be practised by planning and implementing a project with help and support. It is essential to be able to assess personal effectiveness in order to develop skills further. This unit aims to develop knowledge and understanding in these key areas as learners apply their skills to making a resource for a baby.

For learning outcome 1, learners will explore suitable resources that can be made for babies 0-six months and babies six months-1 year.

The skills required in planning and making a resource for a baby are considered in learning outcome 2. Learners develop their own plans and make the resource.

For learning outcome 3, learners assess their planning skills and consider ways they can be improved.

Essential resources

Learners will need access to materials to enable them to make a resource for a baby.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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 resources that can be made for a baby	1.1	Identify different resources that can be made for babies 0-six months and six months-1 year	□ *Resources that can be made for a baby 0-six months*: safe, e.g. no loose pieces, not sharp, non-toxic; appropriate for baby, e.g. to look at, to listen to, different textures to feel; resources, e.g. mobile, wall hanging, book, puppet, rattle, play gym, soft toy, play mat
		1.2	Describe a resource to make for a baby 0-six months or six months-1 year	□ *Resources that can be made for a baby six months-one year*: safe, eg no loose pieces, no small pieces, not sharp, non-toxic; appropriate for baby, e.g. to hold, to shake, to look at, to listen to, different textures to feel; resources, e.g. book, puppet, drum, posting box, wall hanging □ *Factors to consider*: time available; cost of materials, skills required to make product
2	Be able to plan and make a resource for a baby	2.1	Use IT skills when planning the resource	□ *IT skills*: skills to research, design and make resources, eg using internet, word processing, desktop publishing
		2.2	Demonstrate self-management skills while planning and making the resource	□ *Self-management skills*: organised; responsible, e.g. for gathering materials, tidying up; self-starting; flexible
		2.3	Demonstrate problem-solving skills while planning and making the resource	□ *Problem-solving skills*: identifying problems, e.g. lack of resources; creative thinking, eg suggesting different ways to overcome problems
		2.4	Meet agreed deadlines	□ *Meeting agreed deadlines*: completing task within agreed deadline

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Ensure safety of self while planning and making the resource	☐ *Safety*: checking equipment, recognising hazards
		2.6	Ensure the safety of the resource for the baby	☐ *Safety*: safety of resource for baby
3	Be able to assess own skills in planning and making a resource for a baby	3.1	Review own skills demonstrated in undertaking the task	☐ *Self-analysis of skills in planning and producing a resource for a baby*: how effective were skills, e.g. IT skills used in researching, designing, making; how well was task completed; were safety precautions used during making of the resource; how safe is the resource for use by a baby; was task completed within time allowed; were problem-solving skills used effectively
		3.2	Identify skills that could be improved	☐ *Identifying skills*: e.g. researching, designing, making, problem solving; improving performance, e.g. ways to improve performance, set targets for further development

Information for tutors

Delivery

The emphasis of this unit is on helping learners to develop their planning skills by making a resource for a baby.

To introduce the unit, a question and answer session could help learners to identify what needs to be considered when making a resource for a baby. Learners could watch videos of babies of different ages playing to stimulate ideas for resources. Learners could work in groups to suggest different resources that could be made. Groups could feed back their ideas to the whole class and justify reasons for their choices in relation to safety and suitability for the age of the baby. Learners could compile a checklist of factors to consider which will be helpful to them when planning their resource.

A mixture of tutor support and individual learner research will be needed to help learners decide on a suitable resource to make. This may include suggestions by the tutor of suitable websites and appropriate methods for obtaining relevant information, for example visits to toyshops. Individual tutorials could be used to help learners consider the manageability of their choice in terms of time available, the cost of the resources and the skills required.

Learning outcome 2 could be introduced with a discussion about the skills required to plan and make resources effectively. Learners could work in groups to design a logbook to record when and how they used skills during researching, planning, and making their resource.

Learners will need a mixture of tutor support and independent work to plan and make their resource.

Learners should be encouraged to analyse their own performance in the planning and making of the resource for learning outcome 3, using evidence from their logbook. Ways for learners to develop their skills could be explored through tutorials.

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 Theory – suitable toys for babies. Visit to toy shop, research websites and use catalogues to explore toys and book for babies. Whole-class discussion to pool ideas for resources that can be made. Assessment – record different resources that can be made for babies 0-six months, six months-one year and description of resource to make for a baby 0-six months or six months-one year. (learning outcome 1)
Theory planning skills. Group discussion – skills required to plan and make resource effectively. Practical – make resource. Work in groups – design logbooks. Assessment – record planning skills used in logbook. (learning outcome 2)
Assessment – self-analysis of skills using logbook. (learning outcome 3)

Assessment

For 1.1, learners will need to give brief information about at least three different resources that could be made for a baby of 0-six months and three different resources for a baby aged six months-one year. The resources identified will need to be safe and appropriate for the age of the baby.

Assessment criteria 1.2, 2.2, 3.1 and 3.2 can be combined into one assessment task. Information may be presented in the form of a logbook. Alternative methods of assessment may be used.

For 1.2, learners must give clear detail about the resource they are going to make for a baby of either 0-six months or six-one year. Information must be included about the size of the resource, the materials to be used, costs, any particular features and how the baby will use the resource. Annotated diagrams or illustrations may be used as evidence.

For 2.1-2.6, learners could complete a logbook where they record the skills they used when researching, planning and making the resource. Supporting evidence will be required. The logbook must include evidence of IT skills used, such as information from websites, word processing or desktop publishing skills. How and when they used self-management skills, how problems were solved, when they met deadlines and how they ensured their own safety must be included. Brief information about the safety of the resource for the baby needs to be included. A photograph of the completed resource may be included as supportive evidence.

The logbook will then be a valuable source of evidence for 3.1 and 3.2 when learners are required to review their own skills in planning and making a resource for a baby.

For 3.1, learners must briefly consider their personal effectiveness in relation to all the skills in 2.1.

For 3.2, learners need to identify two skills that they feel they could improve on.

Assessment criteria 3.1 and 3.2 may be assessed through one to one discussions with the tutor 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

Fisher Shea J – *No Bored Babies: Guide to Making Development Toys for Babies, Birth to Age Two*, *2nd Edition* (Bear Creek Publications, 1990)

Website

www.make-your-own-baby-stuff.com/make-baby-toys.html   Ideas and templates

Unit 5: The Rights and Responsibilities of Parenting

Unit reference number: J/503/5528

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to give learners the knowledge and understanding of the rights of parents and their responsibilities to meet the needs of children and protect them from harm.

Unit introduction

Children are dependent on adults for all their physical and emotional needs. It is crucial, therefore, for parents to have understanding of how to meet their responsibilities with regard to children's wellbeing and safety. Parents need to have knowledge of their rights as parents, as enshrined in law, to support them in their parenting role. Children have a right to be protected from harm and abuse, which requires parents to have knowledge of different types of abuse in order to recognise situations where children may be at risk. The correct actions to take when abuse is suspected are essential in ensuring children are protected. This unit aims to develop knowledge and understanding in these key areas.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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 rights of parents with regard to the welfare and upbringing of their children	1.1	Identify examples of parents' rights with regard to the welfare and upbringing of their children	☐ *Rights of parents*: human rights within the 1998 Human Rights Act, e.g. rights of parents in prison, for privacy; right to take part in decisions about children's education; right to make decisions about medical treatment for children, e.g. immunisations; working parents' rights, e.g. parental leave (maternity and paternity); parental rights for unmarried fathers, e.g. access, to be involved in decisions about child's welfare
2	Understand parental responsibilities	2.1	Explain children's rights	☐ *Rights of children*: UN Convention on the Rights of the Child, e.g. right to survival, right to develop, right to protection, participation rights, right to be involved in decisions which affect them
		2.2	Explain ways parents meet their responsibilities to their children	☐ *Responsibilities of parents*: to provide shelter; food, e.g. healthy balanced diet; clean water; clothing, e.g. appropriate for weather; medical care, e.g. immunisations and treatment; emotional care, e.g. provide unconditional love; social care, e.g. provide opportunity to play with other children; to have an education, e.g. legal responsibility to ensure child receives an education; encouragement to play, e.g. provide play opportunities; knowledge of their rights; protection from abuse, harm and neglect
3	Know how to protect children from abuse	3.1	List different types of child abuse	☐ *Types of child abuse*: neglect, e.g. leaving baby in a dirty nappy all day; physical abuse, e.g. biting a child back when they bite; emotional abuse, e.g. telling a child they are no good; sexual abuse, e.g. sexual touching, showing children pornographic images
		3.2	Outline ways children may behave if they are being abused	☐ *Ways children who are being abused may behave*: start to show fear; avoid being alone with a particular person; unusually clingy; change in behaviour, e.g. aggressive; talk about secrets; display sexual behaviour inappropriate to age; depressed; withdrawn

Learning outcomes	Assessment criteria		Unit amplification
	3.3	Identify action to take if child abuse is suspected	☐ *Action to take if a child tells you they are being abused*: reassure child; tell them you believe them; tell them it is not their fault; let child talk about what has happened; do not ask questions or interrupt; tell them it was right to tell you; do not promise confidentiality
			☐ *Action to take if abuse is suspected*: do not confront the person suspected; take advice, e.g. NSPCC Helpline; contact Children and Families Team in local social services department; call police

Information for tutors

Delivery

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

To introduce the unit and learning outcome 1, tutors could use a question and answer session to explore learners' knowledge of the difference between rights and responsibilities. The rights enshrined in the 1998 Human Rights Act could be explored through tutor-led discussion. Learners could complete a worksheet on the 1998 Human Rights Act and how it relates to individuals to consolidate learning. Learners could feed back their answers to the whole group and discuss how these rights relate to a parenting role. Role play could be used to explore how parents can exert their rights. Learners could debate 'Unmarried fathers who do not show commitment should not be allowed to make decisions about their child's welfare'. The rights of unmarried fathers could be discussed followed by research into the legal rights of fathers who have parental responsibility. Learners could research the rights of working parents using the internet and produce a guidance leaflet for parents.

For learning outcome 2, learners could research different articles of the UN Convention on the Rights of the Child and present their findings to the rest of the group using PowerPoint or posters. A thought shower session could be used to consider the responsibilities of parents in meeting children's rights. Tutor-led discussion could follow to agree the responsibilities. Key points could be listed on a flipchart. Learners could work in groups to consider how parents can meet each of the agreed responsibilities and feed back their suggestions to the whole group.

Learning outcome 3 could be introduced with discussion about why child abuse happens. Tutors need to be aware of the responses of individual learners when discussing this sensitive subject, as their previous experiences may be revived. Learners could analyse case studies about parents experiencing stressful situations, such as post natal depression, a baby that cries excessively, worries about debts, to consider how their ability to cope may be affected. Learners could research agencies and organisations that parents can turn to for advice and support.

Learners could complete worksheets about different scenarios – are they abuse? Whole-group discussion could follow about learners' responses to the questions to consolidate knowledge. The possible indicators of child abuse may be introduced by inviting a guest speaker such as a social worker who is responsible for child protection. Learners could prepare questions to ask the speaker about how children may behave if they are being abused.

Whole-group analysis of scenarios where abuse is suspected and discussion of 'What would I do if?' will help learners to understand the responsibilities of parents to know possible indicators and how to report suspicions to keep children safe. Learners need to think about how to respond to a child who discloses abuse and the reasons for listening carefully. This could be achieved through tutor-led discussion.

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. Theory – rights and responsibilities. Thought Shower – What are human rights? Discussion – 'What is the difference between a right and a responsibility?' Paired work – worksheet on Human Rights Act and how it relates to individuals. Feed back answers to whole group to discuss. Research working parents' rights on internet on resource section. Produce a guidance leaflet for working parents. Debate – 'Unmarried fathers should not be able to make decisions about the child's welfare if they do not show commitment to the child.' Assessment – record examples of parents' rights. (learning outcome 1)
Theory – children's rights and parental responsibilities. Paired research – use internet to research articles of UN Convention on the Rights of the Child. Each pair presents findings about different articles to whole group. Thought shower responsibilities of parents. Whole-group discussion to agree. List on flipchart. Small-group work – complete work sheet to give examples of how parents can meet each of their responsibilities in the list. Share responses with group. Assessment – record children's rights and the ways parents meet their responsibilities to their children. (learning outcome 2)
Theory – types of abuse and protecting children. Discussion – Why does child abuse happen? Research organisations to support parents who are experiencing stress with their children. Produce posters with details of organisations to display in classroom and around school or college. Paired work – complete worksheet about different scenarios – are they abuse? Whole group to discuss responses. Group work – analysis of case studies of children demonstrating behaviour which may indicate abuse has occurred, followed by tutor-led discussion. Demonstration of how to respond to a child who is reporting abuse. Discussion about reasons to listen and reassure the child. Guest speaker – Child Protection Officer to speak about reporting suspected abuse. Assessment – record examples of different types of child abuse, ways children may behave if they are being abused and action to take if child abuse is suspected. (learning outcome 3)

Assessment

For 1.1, learners need to give at least four examples of different entitlements parents have concerning their children. The examples should include rights of mothers and fathers.

For 2.1, learners will need to give clear detail about two rights of children. A list of rights will not meet the criterion. Learners will need to provide clarification, for example right to be involved in decisions which affect them – children have a right to say who they would like to live with following separation of parents.

Assessment criterion 2.2 requires learners to give brief detail about how parents meet their responsibilities. Information about at least three different responsibilities must be included. A list of responsibilities will not meet the criterion. Learners will need to give examples of ways the parent meets the responsibility, for example, making sure a child is dressed appropriately for the weather by providing a waterproof coat and shoes in wet weather.

For 3.1, learners will need to provide a list of the four different types of abuse.

To meet 3.2, learners will need to give brief detail of three different ways a child may behave if they are being abused.

For assessment criterion 3.3, learners will need to list three appropriate actions for an adult to take if abuse of a child is suspected. The answer could include details about local or national contacts for advice, information about who to refer suspicions to as well as actions to take if a child discloses abuse.

Suggested resources

Books

Hilton T and Messenger M – *The Great Ormond Street New Baby and Child Care Book: The Essential Guide for Parents of Children Aged 0-5*, *3rd Edition* (Vermilion 2004)

Journals and/or magazines

Mother and Baby

Practical Parenting

Other publication

Department of Health – *Birth to Five* (Crown, 2007)

Websites

www.adviceguide.org.uk/index/f_child_abuse. pdf	Citizens Advice Bureau – advice about child abuse
www.cry-sis.org.uk/index.html	Cry-sis site – helpline for parent with demanding babies
www.direct.gov.uk/en/Governmentcitizensand rights/Yourrightsandresponsibilities/ DG_4002951	Government site – information about the 1998 Human Rights Act
www.direct.gov.uk/en/Parents/ParentsRights/ index.htm	Government site – information about parental rights and responsibilities
www.kidscape.org.uk/professionals/ childabuse.shtml	Kidscape – signs of child abuse
www.raisingkids.co.uk/preg/preg_dad06.asp	Raising kids – parental responsibility for unmarried fathers
www.unicef.org.uk/youthvoice/pdfs/uncrc.pdf	UNICEF – information about UN Convention on Rights of the Child
www.yourfamily.org.uk	NSPCC parenting magazine

Unit 6: Developing Communication and Literacy with Children

Unit reference number: K/503/5523

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to develop knowledge and understanding of how to develop children's communication and literacy.

Unit introduction

The role of adults in supporting the communication skills of babies and young children and encouraging language development is crucial to children's social and emotional development and learning. Babies show readiness for communication with adults from birth by turning their heads towards the sound of a voice. Knowing how to communicate with babies to encourage their language development is essential. The most important factor in children's language development is interaction with other people, so knowing how to communicate effectively with children is key.

Reading to young children has enormous benefits to learning, communication skills and emotional development. Reading with young children should be enjoyable for the child and adult. Knowing how to make the reading experience fun and select appropriate books for children is essential to this. This unit aims to develop knowledge and understanding in these key areas.

Essential resources

Learners will need resources to enable them to make a resource to support story reading.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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 communication with children	1.1	identify ways to communicate with children	☐ *Communication with children*: verbal; pitch and tone of voice; speak clearly, simply and slowly; listening, e.g. wait for responses from baby or child, e.g. smiles, body movements, sounds, words; singing; non-verbal communication, i.e. eye contact, smiling, gestures, e.g. pointing, signing
2	Know how to encourage language development	2.1	outline how to encourage the language development of babies	☐ *Encouraging language development of babies*: babies born with desire to communicate; speak to baby from birth; make sure baby can see speaker's face; telling baby what you are doing in their care routines; trying to guess what baby is communicating; using repetition of familiar phrases, songs and rhymes with hand actions; pointing to things when talking about them; looking at books with babies from birth
		2.2	identify ways to support children's language development	☐ *Encouraging language development of young children*: crouching down to child's level; talking about what you are both doing in everyday routines; trying to guess what child is communicating; repeating correct language when children mispronounce words or use incorrect sentence structure; reading to children; alphabet games; counting games

Learning outcomes		Assessment criteria		Unit amplification
3	Know about reading with children	3.1	state how children benefit from sharing books with adults	□ *Benefits of being read to by adults*: enjoyable; calming; experience different rhythms and sounds; increases vocabulary; develops imagination; repetition encourages memory; introduces children to experiences outside their lifestyle; research shows children who are read to perform better at school
		3.2	outline how to read to children to encourage their communication and literacy	□ *Reading with children to encourage communication and literacy*: time for closeness; offering appropriate books, e.g. for age of child, interests; encouraging child to choose which book they want; make sure child can see pictures; letting child turn pages; having books available throughout day not just bedtime; turning off television; pointing to words; reading with enthusiasm; making experience fun; using different voices for different characters; asking child questions, e.g. 'Where is the?'; talk about book afterwards
		3.3	describe books suitable for babies and children	□ *Types of books*: different books for babies and young children – fabric books; board; bath; picture; lift flap; pop-up; rhymes; simple stories; sensory, e.g. with sounds, fur to touch; books with large, bold, colourful pictures of familiar things for babies; books for older children, e.g. factual with pictures, stories with illustrations, poems
4	Be able to make a resource to support story reading	4.1	state the title of the book for the resource	□ *Resources to support story reading*: keeps children's interest; extends understanding of the story; encourages active involvement; resources, e.g. puppets, story sacks, games
		4.2	make a resource to use when reading a book to a child	

Information for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, role play, practical workshops, demonstrations, simulations, external trips and guest speakers. As many practical activities as possible should be included to help learners relate to the content of the unit.

Tutors could introduce this unit with a quiz about communication with babies and young children, followed by a discussion to establish reasons for communicating with babies from birth. For learning outcome 1, ways to communicate with children could be explored by learners analysing video excerpts of adults communicating with babies and young children to identify verbal and non-verbal techniques. A question and answer session could be used to confirm a range of effective communication techniques, which could be collated on a flipchart. Role play could be used to demonstrate adults communicating with babies and children of different ages and learners observing could assess the effectiveness of the communication skills used. A tutor-led discussion could help learners to explore the potential effects on the all round development of babies and children if adults do not communicate with them effectively. Learners could research baby signing and practise some baby signs.

Learners will need to know about how to encourage the language development of babies and children. For learning outcome 2 tutor-led discussion could explore the range of ways adults can encourage language, which could be developed into a checklist to be used to observe adults and children interacting. The group could visit an early years centre and use the checklist to record their observations of adults encouraging the language of babies and children. Learners could investigate songs, poems and action rhymes which could be used to encourage the language development of babies and children, using the internet, books and journals. Each learner could present their rhyme or song on a poster for display in the classroom. Learners could debate 'watching television and playing computer games have an adverse effect on children's language development'.

Learning outcome 3 could be introduced with a thought shower exercise to explore how reading with children benefits their language and literacy, learning and emotional development. Learners could be encouraged to speak about their own memories of being read to. A guest speaker could be invited to demonstrate story-reading techniques. This could be a childminder, an early years' practitioner or tutor. Learners could prepare questions to ask the speaker about how to involve children in story reading and ways to support language and learning. A visit could be arranged to a children's library for learners to investigate the different types of books available for children. Each learner could select a different children's book to practise their story reading skills in pairs. Following this exercise the tutor could lead a discussion about issues such as 'Did they feel confident reading out loud?' 'Would a child be critical if the adult made a mistake?' Learners could research the use of story sacks to support story reading.

To introduce learning outcome 4, the tutor could demonstrate the use of different story-reading resources to support story telling. These could include simple puppets (made with socks, wooden spoons or finger puppets), a game (matching cards, dominoes, a board game) or a wall hanging. With tutor support each learner could select a book and research a suitable resource that is manageable and can be made within the timescale allowed. Learners could then work on developing the resources to use when reading their 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. Theory – effective communication with children. Role play – misunderstandings in verbal and non-verbal communication. Discuss effect on individuals of misunderstandings. Watch videos of adults communicating with babies and young children. Work in pairs to complete worksheet about particular communication needs of children. Whole-class discussion about effective ways to communicate effectively with children. Practical – produce guidance leaflet for parents on effective communication with children. Assessment – learners produce notes or answer questions on ways to communicate effectively with children. (learning outcome 1)
Theory – encouraging language development with babies and children. Visit early years settings to observe adults encouraging language. Complete checklist. Whole class collates results on return. Paired research using internet, books etc. Each group to identify actions rhymes, songs, singing games suitable for adults to use with babies and young children of different ages. Each group present findings to group. Prepare factsheet for other learners. Debate 'Watching television does not help children to develop language'. Assessment – learners produce notes or answer questions on how to encourage the language development of babies and examples of ways to support babies and children's language development. (learning outcome 2)
Theory – reading with children. Thought shower benefits of reading with children – key points on flipchart. Guest speaker – early years practitioner, for example childminder to demonstrate story-reading techniques. Visit to children's library to investigate types of books. Complete worksheet to identify types and which would be suitable for babies and which for young children. Each learner selects a different book. Role play reading to a partner. Feed back to whole group. Did learners feel confident? Are children critical if adult makes mistakes? Produce posters about how to read to babies and children. Assessment – learners record books suitable for babies and children, how children benefit from sharing books with adults and how to read to children to encourage their communication and literacy. (learning outcome 3)

Topic and suggested assignments/activities
Theory – resources to support story telling.
Demonstrate story reading with different resources.
Learner research to identify a story book and resource to make.
Tutorial to support learner's choice. Will resource be appropriate, achievable and manageable in timescale?
Assessment – record title of book resource will be used with and produce resource.

Assessment

Assessment criteria 1.1, 2.1, 2.2, 3.1 and 3.2 could be combined and presented in the form of a leaflet or folder of information for parents. Alternative methods of evidencing learning may be used such as discussions with the tutor or question and answer sessions, recorded on observation record or witness statement.

For assessment criterion 1.1, learners must include information about at least two different ways to successfully communicate verbally and two different ways to successfully communicate non-verbally with children.

Assessment criterion 2.1 requires learners to give brief detail about at least three different ways to promote the language of babies.

For 2.2, learners must give information about three different ways to help children develop their language.

For 3.1, learners will need to give brief detail about three different ways children gain from sharing books with adults.

To meet assessment criterion 3.2, learners will need to summarise what the adult can do when reading to children to promote communication and literacy. At least four different ways must be included and how each helps to promote communication and literacy made clear.

For 3.3, learners will need to give brief detail about the types of books suitable for babies and children. Two different types of books need to be described for both babies and children to meet this criterion.

For 4.1, learners need to give the title of the book they have selected to make the resource for criterion 4.2.

To meet criterion 4.2, learners must make a resource which is suitable to support the reading of the book selected in 4.1. The resource may take a range of forms such as a puppet, a game or a wall hanging.

Suggested resources

Books

Evans J – *Rhymes and Stories (Play Foundations (Age 0-3 Years))* (Folens, 2008)

Hilton T and Messenger M – *The Great Ormond Street New Baby and Child Care Book: The Essential Guide for Parents of Children Aged 0-5*, *3rd Edition* (Vermilion, 2004)

Roberts S – *Playsongs: Action Songs and Rhymes for Babies and Toddlers*, *2nd Edition* (A & C Black, 2002)

Journals and/or magazines

Mother and Baby

Practical Parenting and Pregnancy

Other publication

Department of Health – *Birth to Five* (Crown, 2007)

Websites

www.babysigners.co.uk/i2.php?p=what-is-baby-signing	Baby signing site
www.bookstart.co.uk	Bookstart: a programme encouraging parents to enjoy books with their children
www.childrensbook.me.uk/reading-babies-young-children	Children's Book Review site – tips for reading with babies and children
www.childliteracy.com/babies.html	Child Literacy Centre site – information on reading to babies and young children
www.literacytrust.org.uk/familyreading/parents/index.html	Literacy Trust site – advice for parents on reading to babies and young children
www.literacytrust.org.uk/socialinclusion/earlyyears/storysackspractice.html	National Literacy Trust – story sacks
www.literacytrust.org.uk/talktoyourbaby/resourcesttyblist.html	National Literacy Trust – wide range of resources to encourage adults to communicate with babies and young children
http://nationalstrategies.standards.dcsf.gov.uk/earlyyears/eyfs	Department for Children, Schools and Families Early Years Foundation Stage
www.parenting.co.uk/education/children-reading-tips.cfm	Video clip – reading with young children

Unit 7: Developing Relationships and Play with Children

Unit reference number: A/503/5526
Level: 1
Credit value: 3
Guided learning hours: 30

Unit aim

The aim of this unit is to provide learners with understanding about how babies and children develop relationships with their carers. Learners will develop awareness of the importance of play for children and how adults can play with them to support relationships and learning.

Unit introduction

It is essential to know how babies form attachments to their carers and what adults can do to encourage bonding. These early attachments form the foundations for children to learn to trust, feel secure and develop the self-esteem to build responsive relationships with others. Knowing how best to respond to the emotional needs of babies and children throughout their early years encourages the development of secure relationships.

It is important for adults to know how play encourages children's development and especially their social and emotional development. Adults can have a significant role in encouraging this development by being involved in their play. This unit aims to develop knowledge and understanding in these key areas.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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 developing relationships with babies and children	1.1	Define bonding	☐ *Bonding*: deep attachment between a baby and the important people in the baby's life, e.g. mother, father, grandparents, brothers and sisters, main carer; may happen in first few days; may take time
		1.2	Outline how bonding can be encouraged	☐ *Encouraging bonding*: caring for baby helps bonding, e.g. cuddling and hugs, feeding, bathing, smiling, talking, baby massage; bonding with babies in special care, e.g. talk to baby, stroke hands, stroke head, change nappies
		1.3	Identify ways adults can help children to develop secure relationships	☐ *What children need to develop secure relationships*: approval of adults; encouragement; tolerance; acceptance; security; fairness; praise; consistency; friendship; contact with both sexes; play
2	Understand the importance of play for children	2.1	Explain why play is important for children	☐ *Benefits of play*: playing with children encourages bonding and relationships; play helps development, i.e. social, physical, intellectual, communication, emotional, spiritual (SPICES); ways that play can benefit child, e.g. concentration, getting on with others, dealing with emotions, problem solving, perseverance, learning rules, patience, desire to learn
3	Know about ways adults can play with children to encourage their development	3.1	Give examples of activities for an adult and a child of a stated age to play together to encourage the child's development	☐ *Activities for adults and children to do together*: encourage social skills, e.g. turn-taking games; encourage physical skills, e.g. cardboard box to crawl through, kicking a ball, climbing on cushions, racing games outdoors, gardening; encourage intellectual skills, e.g. sorting washing, matching buttons, pointing to favourite food when shopping in supermarket; encourage communication, e.g. singing action songs, looking at books together; emotional skills, e.g. bathing dolls, puppets, playing with saucepans, bath time, cooking or preparing a snack
		3.2	Explain how the activities given in 3.1 will promote the child's development	

Information for tutors

Delivery

The emphasis of this unit is to help learners to understand the importance of developing relationships with babies and children and the role of the adult in supporting children's development through involvement in their play. Learners will need a wide range of delivery methods and practical activities to help them relate to the content of the unit.

The tutor could introduce this unit by asking learners to work in pairs to define what is meant by the term bonding. Feedback to the whole group could generate discussion about who babies may develop a special relationship with and how bonding may be encouraged.

A midwife could be invited as a guest speaker to talk about the practices in hospitals to help bonding. Learners could prepare questions to ask about what happens if a baby needs special care. The opportunity to watch a video showing babies in a special care unit would help to consolidate learning.

Learners could work in groups to analyse different case studies to help them appreciate that the experiences of each mother and baby is individual and their relationship may take time to develop. Ways bonding is supported through care routines such as feeding, changing and bathing, could be explored through discussion. Learners could observe a demonstration of baby massage or a video followed by discussion to identify the benefits to the mother or carer's relationship with the baby.

The reasons why children need to develop secure relationships could be explored through considering children's feelings through 'what would a child feel if' scenarios. Learners could work in pairs to feed back their responses to the whole group. Tutor-led discussion could follow about what adults need to do to encourage the development of secure relationships.

Learning outcome 2 could be introduced by asking learners to think about their memories of playing. Each learner could feed back to the group about their unforgettable play experiences. A group discussion could follow to identify how they benefited from the play experiences. These could be linked to the areas of development (SPICES) on a flipchart. Learners could make posters on the benefits of play to display in the classroom. Learners could visit an early years centre or a parent and toddler group to observe children playing, using a checklist to record the skills demonstrated by the children when playing.

For learning outcome 3 the tutor could invite a childminder as a guest to speak about everyday activities which adults and children can do together which encourage development. The tutor could dramatise experiences such as role-playing 'shopping' using tins of food, boxes of cereals, shopping bags and purses. The tutor could also demonstrate the play potential of everyday objects with children of different ages; this could include large cardboard boxes, hats and gloves, pots and pans. Learners could work in groups to consider play activities for children of different ages involving adults which do not need toys. Learners could use books, journals and the internet to research further ideas.

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.
Theory – bonding.
Thought shower ways to encourage bonding.
Whole-class discussion – feeding. Ways to feed a baby to encourage bonding.
Guest speaker – midwife to speak about how hospitals encourage bonding.
Watch video of special care unit – discuss ways to encourage bonding with a baby in an incubator.
Demonstration or video of baby massage; use dolls to practice massage; discussion about benefits to baby and relationships with carers.
Paired work – completion of worksheet about feelings – 'How will baby or young child feel if adult?' Feed back responses to whole class and discuss.
Assessment – record definition of bonding, ways bonding can be encouraged and ways adults can help children to develop secure relationships. (learning outcome 1)
Theory – the importance of play to child development (SPICES).
Individuals write down their memories of play – What activities did they enjoy? Why? Discuss responses. Write benefits of play on flipchart.
Watch videos of children playing. Complete pro forma to identify which skills are encouraged by each activity.
Produce posters about benefits of play to display in classroom.
Assessment – record reasons why play is important for children. (learning outcome 2)
Theory – suitable activities for children to take part in with adults.
Visit to a parent and toddler group to observe children and adults playing together. Produce checklist of activities. Compare answers in whole-class discussion.
Guest speaker – childminder to speak about how to use everyday experiences to encourage development.
Paired work – research suitable activities for children and adults to play together using books, journals, and internet. Include benefits of activities. Present findings to whole class using PowerPoint or on a factsheet.
Assessment – record examples of a range of activities suitable for a child and an adult to play together and how development is promoted by the activities. (learning outcome 3)

Assessment

Assessment criteria 1.1, 1.2 and 1.3 can be combined into one assessment task. The information may be presented as a poster or a leaflet. Alternative methods of evidencing learning may be used, such as a taped individual discussion with the tutor.

For 1.1, learners will need to give a clear definition of bonding which needs to demonstrate that it is a relationship which develops with the main carer(s).

For assessment criterion 1.2, brief descriptions of at least three different ways that bonding can be encouraged needs to be included.

For 1.3, learners must give brief detail about at least three different ways adults can help children to develop secure relationships. Examples may be given to support the response.

For assessment criterion 2.1, learners must make clear how play benefits children and make reference to at least three different aspects of development (SPICES).

Assessment criteria 3.1 and 3.2 may be combined into one assessment task and presented in a table format. Alternative methods of evidence may be used.

For 3.1, learners will need to state which age group the activities are intended for. A clear description of at least two different appropriate activities must be given. The description must include how both the child and adult will be involved in the activity.

For 3.2, learners must include information about how each of the activities given in 3.1 will encourage aspects of the child's development. For example, singing row, row, row the boat, with actions with a baby of nine months, will encourage physical development as the baby is pulling to sit up; emotional development as the baby is enjoying playing with the adult and memory as the activity is repeated several times.

Suggested resources

Books

Featherstone S – *The Little Book of Outdoor Play: Little Books with Big Ideas* (Featherstone, 2001)

Green A – *Messy Play: Everyday Activities for Under 3s* (Everything Early Years, 2005)

Silberg J – *Games to Play with Babies, 3rd Edition* (Brilliant Publications, 2004)

Silberg J – *Games to Play with Toddlers, 2nd Edition* (Brilliant Publications, 2005)

Journals and/or magazines

Mother and Baby

Practical Parenting

Other Publication

Department of Health – *Birth to Five* (Crown, 2007)

Websites

www.bbc.co.uk/parenting/play_and_do BBC parenting site – ideas for fun and games

http://nationalstrategies.standards.dcsf.gov.uk/earlyyears/eyfs Department for Children, Schools and Families

Early Years Foundation Stage

http://tilz.tearfund.org/Publications/Footsteps+71-80/Footsteps+72/Playing+with+babies+and+young+children.htm Tearfund International Leaning Zone – ideas for activities

Unit 8: Healthy Eating for Children

Unit reference number: L/503/5529

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to develop knowledge and understanding of healthy eating for children.

Unit introduction

Children need to eat a balanced diet to achieve optimum growth and stay healthy. It is essential, therefore, to understand the implications of an unhealthy diet on children's health and development, and the consequences for long term wellbeing and life expectancy. Childhood obesity, which is caused by poor diet and lack of exercise, is escalating and is a major concern. Knowing how to plan meals which are healthy and balanced is fundamental. Children, however, need encouragement to eat a healthy diet as they are influenced by advertising and the ready availability of 'junk foods' which contain high levels of fat, sugar and salt all of which have an adverse effect on health. It is important for adults to know how to encourage children to enjoy a healthy diet.

New foods are introduced to babies when they are weaned from a milk diet onto family meals and are the foundation for healthy eating patterns in childhood. Understanding how to wean babies, therefore, is crucial. Diet plays a major part in dental decay and is another major health problem affecting children. Knowing how to care for children's teeth from birth will prevent the pain and distress caused by tooth decay. This unit aims to develop knowledge and understanding in these key areas.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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 importance of healthy diets for children	1.1	Outline food sources of key nutrients	☐ *Key nutrients*: protein for growth and repair found in meat, pulses, eggs; iron to make red blood cells and carry oxygen around body found in red meat, cereals, green vegetables; calcium for growth of bones and teeth found in dairy produce; vitamin A for healthy skin and cells found in yellow and orange fruit, B vitamins for liver function found in meat, fish, eggs; vitamin C for immune system and absorption of iron found in citrus fruit; vitamin D for healthy brain function found in oily fish, egg yolks; carbohydrates for energy found in bread, rice, potatoes; fat – saturated and unsaturated – to conserve body temperature found in dairy produce, nuts
		1.2	Describe how children may be affected by an unhealthy diet	☐ *Effects of unhealthy diets on children*: effects on health, eg obesity, poor immunity, poor growth, tooth decay, constipation, diabetes, rickets; effects on development, e.g. low energy levels, poor concentration, affects behaviour; long-term effects, eg heart disease, high blood pressure, increased cancer risk
2	Know how to encourage children to eat healthily	2.1	Describe ways to encourage children to eat healthily	☐ *Encouraging children to eat healthily*: eat with children; make mealtimes enjoyable; relaxed mealtimes; encourage independence, e.g. self-feeding, serving themselves; encouragement; do not insist they eat everything; praise for trying new food; encourage them to help with preparation, e.g. setting table, washing vegetables, shopping, cooking; avoid arguments; avoid 'junk foods'

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to wean a baby	3.1	Outline how to begin weaning	☐ *Starting weaning*: not before six months; foods, e.g. baby rice mixed with breast or formula milk, pureed vegetable; pureed fruit; choose relaxed time of day; baby may prefer before, middle or after milk feed; start with one meal a day; use flat spoon; three teaspoons to start; sit baby up on your lap or highchair, put bib on baby, protect floor with newspaper or washable mat
		3.2	Identify foods which should be avoided until a baby is over 12 months	☐ *Foods to avoid when weaning*: salt and foods which contain salt; sugar and foods which contain added sugar; wheat and products which contain gluten; nuts and seeds; citrus fruits; runny eggs; shellfish; honey; strongly-spiced foods
4	Know how to care for children's teeth	4.1	Describe ways to keep children's teeth healthy	☐ *Caring for children's teeth*: clean teeth twice a day when teeth first appear; soft toothbrush; smear of toothpaste; use circular movements of brush; support baby's head when cleaning; do not give babies sweet or sugary drinks; do not give sweets to toddlers and children as part of a daily routine; keep sugary foods to mealtimes; if using dummy never dip in sweet things; give drinks in trainer cup from six months; take child to dentist regularly
5	Be able to use healthy eating guidance to plan menus for children	5.1	Plan a day's menu for a child using healthy eating guidance	☐ *Healthy eating guidance*: 'eatwell plate' recommended by Food Standards Agency as way to plan healthy balanced diet; five food groups – fruit and vegetables; starchy foods, e.g. bread, potatoes, rice, pasta; milk and dairy foods; meat, fish, eggs, beans; foods and drinks high in fat and sugar ☐ *Particular needs of children*: full-cream milk until two years; semi-skimmed milk until five years; no peanuts or peanut butter until three years

Information for tutors

Delivery

During the delivery of this unit, learners should be given as much practical experience as possible to help learners relate to the content of the unit.

Tutors could introduce this unit with a quiz to assess learners' knowledge of nutrients. Learners could then work in pairs for learning outcome 1 to investigate food sources and why the body needs each nutrient. Research sources could include books, journals and the internet. The information could be presented on posters to display in the classroom. A guest speaker such as a dietician or a health visitor could be invited to speak about the particular effects an unhealthy diet has on children.

For learning outcome 2, tutors could introduce the subject of encouraging children to eat healthily by asking learners to explore how children are encouraged to eat foods high in fat, sugar and salt through television advertising. A visit to a supermarket would enable learners to look at ways junk food is packaged to appear attractive to children. Learners could design an advert on a poster to encourage children to eat fruit or vegetables. A childminder or an early years practitioner could be invited to speak about how to encourage children to try new food and the importance of the involvement of the adult at mealtimes. Learners could prepare questions to ask about different activities which could help children learn about eating healthily.

Learners could work in groups to research the process of weaning for learning outcome 3 and what foods are suitable to give a baby, using books, journals and the internet. The groups could present their findings to the whole group using PowerPoint. The tutor could lead a debate about whether it is better to buy ready made weaning foods or to prepare homemade food. A demonstration of how to make weaning foods could be followed by a 'blind' taste comparison. Learners could use a checklist to record the components of the weaning foods and which tasted best. Learners could be asked to consider reasons why parents choose to buy ready-made food. Foods to be avoided when weaning and the reasons for this could be explored through discussion. Case studies of babies who have suffered harm through salt consumption will help learners to appreciate the dangers.

To introduce learning outcome 4, learners could thought shower reasons why teeth are important to children's health, wellbeing and development and the importance of the first dentition. Reviewing photographs showing children with decayed teeth will help learners to appreciate the impact on children. Learners could carry out research into about statistics about children's missing, decayed and filled teeth. A dental hygienist could be invited as a guest speaker to demonstrate correct tooth brushing, using a model. Learners could research suitable snacks and drinks for children that are low in sugar, fat and salt and present their findings on a flipchart. Results from the whole class could be collated and displayed in the classroom. The class could debate 'Children should not be given sweets as a reward for good behaviour'.

For learning outcome 5, learners need to be introduced to current healthy eating guidance. The class could produce a display using the 'eatwell plate' recommended by the Food Standards Agency using pictures of foods from magazines or images from the internet to represent the components of the 'plate'. Learners could analyse menus from early years settings and schools to consider how closely they follow the guidance. Learners could work in pairs to plan menus for different meals for children and these could be combined into meals for a week through a whole-class discussion.

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. Quiz to assess knowledge of nutrients. Paired research using internet and books. Each pair investigates a different nutrient, food sources and why body needs nutrients. Produce posters to display. Guest speaker dietician or health visitor. Learners to prepare questions to ask speaker about effects on children's health of poor diet. Assessment – produce notes or respond to questions on how food sources of key nutrients and how children maybe affected by an unhealthy diet. (learning outcome 1)
Theory – encouraging children to eat healthily. Discussion – advertising of children's food. Explore how 'junk food is presented to children' – packaging, advertising on television. Group work. Design an advert for children to encourage them to eat fruit. Guest speaker – childminder to speak about how mealtimes are organised to encourage children to eat healthily. Paired work – plan an activity to involve children in food preparation. Present ideas to whole group. Assessment – record examples of ways to encourage children to eat healthily. (learning outcome 2)
Theory – weaning. Watch videos of babies being weaned. Discussion – Is it better to prepare weaning foods for a baby or buy prepared foods? Practical – make weaning foods. Taste comparison with ready–prepared foods. Produce leaflet for parents about foods which should be avoided when weaning. Assessment – produce notes or respond to questions on how to begin weaning and foods which should avoided until the baby is 12 months old. (Learning outcome 3)
Theory – dental health. Discussion – When should dental care for children start? Why are first teeth important? Guest speaker – dentist or dental hygienist – to speak about how children are affected by decayed teeth. Paired research using internet – statistics about children's missing, decayed and filled teeth. Small-group work – list snacks and drinks for children which are low in sugar, fat and salt. Collate results. Assessment – produce notes or respond to questions on ways to keep children's teeth healthy. (learning outcome 4)

Topic and suggested assignments/activities
Theory – planning healthy menus.
Whole-class display – large template of eatwell plate – draw or cut out pictures of food onto eatwell plate. Discussion – Where to put combinations of food?
Analysis of menus from early childhood settings. Are they balanced?
Paired work – plan menus for different meals for children of different ages. Use internet for ideas.
Assessment – produce notes or respond to questions on day's menu for a child. (learning outcome 5)

Assessment

Assessment criterion 1.1 requires learners to include information about at least two food sources for the nutrients given in the unit content. The evidence may be provided as a poster or leaflet.

For 1.2, learners need to make clear at least three ways children's health or development may be affected by an unhealthy diet. The evidence for this may take the form of a taped group discussion. The individual contribution of learners will need to be verified by the tutor.

Assessment criterion 2.1 requires learners to give a brief outline of at least three different ways children can be encouraged to eat healthily.

Assessment criteria 3.1 and 3.2 can be combined into one assessment task. The evidence may be in the form of a guidance leaflet for parents. Other forms of evidence may be used.

For 3.1, learners will need to give brief information about the process of weaning, to include the age to start, at least two examples of suitable food and the texture of the food.

For 3.2, learners need to list at least four different foods which should not be given to babies until they are a year old. The list needs to include salt or food containing salt.

For 4.1, learners need to give clear detail about ways to keep children's teeth healthy. The learner will need to include information about teeth brushing and sugar avoidance to meet this criterion.

For assessment criterion 5.1, learners must include the meals and snacks (including drinks) to give a child for a day. The menu needs to follow the 'eatwell plate' guidance, include milk, and avoid added sugar and salt.

Suggested resources

Books

Hilton T and Messenger M – *The Great Ormond Street New Baby and Child Care Book: The Essential Guide for Parents of Children Aged 0-5*, *3rd Edition* (Vermilion, 2004)

Wardley B and More J – *Big Book of Recipes for Babies, Toddlers & Children: 365 Quick, Easy and Healthy Dishes: From First Foods to Starting School* (Duncan Baird Publishers, 2004)

Journals and/or magazines

Mother and Baby

Practical Parenting

Other

Department of Health – *Birth to Five* (Crown, 2007)

Websites

www.dentalhealth.org.uk/faqs/browseleaflets.php	British Dental Health Foundation – information about caring for children's teeth
www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4117080	Department of Health – weaning leaflet
www.direct.gov.uk/en/Parents/Yourchildshealthandsafety/YourChildsHealth/DG_10015284	Government site – healthy eating guidance for children aged one year and above
www.eatwell.gov.uk/healthydiet	Food Standards Agency – 'eatwell plate' and guidance for different ages including weaning
www.statistics.gov.uk/CHILDREN/dentalhealth/default.asp	Government statistics about children's dental health

Unit 9: Keeping Children Safe and Well

Unit reference number: M/503/5524

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to develop knowledge and understanding of the safety measures which are necessary to prevent accidents and illness to children.

Unit introduction

Knowing how to keep children safe and well is crucial. Children are particularly vulnerable to illness and accidents due to their immaturity. Most accidents to children occur at home and it is essential, therefore, to know how to minimise risks to prevent accidents occurring in the house and garden by the use of safety measures and equipment.

Being able to prepare food to prevent food poisoning is a very important aspect of safety as children can become seriously ill very quickly if they eat contaminated food. The childhood immunisation programme offered to children provides protection from many serious infections. It is important to understand the need for children to be fully immunised. When children are unwell, decisions need to be made about how to care for them and when to seek medical advice to ensure that serious conditions are recognised and treated. This unit aims to develop knowledge and understanding in these key areas.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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 protect children from accidents in the home	1.1	identify ways children may be harmed in a garden	☐ *Accidents in the garden*: e.g. ponds, garden tools, plants, gate providing access to street, poisonous plants
		1.2	identify ways to prevent accidents to children in different rooms in the home	☐ *Accidents in the home*: broken bones from falls; burns and scalds; cuts; drowning; poisoning; strangling ☐ *Hazards*: kitchen, e.g. knives, kettle leads, ovens, chip pans, irons, cleaning products; living room, e.g. unguarded fires, matches and lighters, electric sockets; bathroom, e.g. hot taps, medicines, cleaning products, bath water; stairs; open first floor windows ☐ *Measures to prevent accidents*: supervise child; set a good example; never leave child alone in house; buy safe products, e.g. BSI or CE mark; make home safe, e.g. safety gate, fireguard, fire alarm, use harness on high chairs, socket covers, put cold water in bath first; make garden safe, e.g. cover ponds, lock shed, lock garden gate, remove poisonous plants

Learning outcomes		Assessment criteria		Unit amplification
2	Understand food safety when preparing food for children	2.1	explain why it is important to follow hygiene measures when preparing food for children	☐ *Hygiene measures*: wash hands (before preparing food, after touching raw meat); keep kitchen clean, eg surfaces, fridge, utensils; wash all fruit and vegetables; separate chopping boards for raw meat and vegetables
		2.2	outline food safety measures to take when preparing a meal for a child which includes frozen food	☐ *Food storage and cooking*: defrost food thoroughly; check fridge temperature (3-5°); store raw meat at bottom of fridge; cook food thoroughly; cool quickly; follow instructions for use of microwave ☐ *Food poisoning*: symptoms (sickness, diarrhoea, stomach cramps, fever); young children at risk of serious illness; sometimes food poisoning can cause death; types, e.g. salmonella, e.coli, listeria
3	Know about childhood immunisation	3.1	state how immunisations protect children from infections	☐ *Immunity*: immune system; antibodies fight infection; antibodies produced by body when infected with disease; antibodies produced by immunisation
		3.2	outline the effects on children of different infections in the immunisation programme	☐ *Infections covered by childhood immunisation programme*: diphtheria; tetanus; pertussis (whooping cough); polio; hib; pneumococcal infection (PCV); meningitis C; measles; mumps rubella

Learning outcomes		Assessment criteria		Unit amplification
4	Know about how to care for children with common childhood conditions	4.1	identify signs of illness in a child	☐ *Signs of illness in children*: physical signs, e.g. raised temperature, pale, flushed, vomiting, diarrhoea, rash, cough, discharge from ear; behavioural signs, e.g. sleepy, refusing food, not wanting to play, crying, pulling at ear
		4.2	outline how to take care of a child who has a common childhood condition	☐ *Care of a child with a high temperature*: above 38°C (100.4°F); give paediatric paracetamol; give cool drinks or ice lollies; do not overheat (remove top clothing; use a light sheet if in bed); check for other signs of illness, e.g. rash, cough, ear discharge; if concerned call GP or NHS III ☐ *Care of a child with stomach pain*: comfort the child; encourage child to rest; give paediatric paracetamol if not being sick; give small amounts of water for 24 hours; start giving small amounts of usual food without milk after 24 hours; if concerned call GP or NHS III ☐ *Managing head lice*: treatment, e.g. wash hair and apply conditioner, leave conditioner in, comb hair with nit comb from root to end, check comb for head lice, when all hair checked rinse head and repeat combing, consult pharmacist, use special shampoo; prevention, e.g. check for presence of head lice weekly, check all family members and treat
		4.3	state safety measures to be followed with medicine for children	☐ *Safety with medicines*: make sure it is the correct medicine for the child; check age suitability; follow instructions exactly; give doses at correct times; if not working or causing side effects contact GP; store in a cool place; keep out of reach of children

Information for tutors

Delivery

Tutors will need to be creative in the delivery of this unit to provide active learning experiences. Delivery methods could include tasks such as group work and research projects with learners presenting findings. Guest speakers and videos will help learners to relate the content of the unit to real life situations.

Tutors could introduce this unit by asking learners if they have experience of accidents to children in the home. Discussion could follow about how commonly these accidents occur and their seriousness. For learning outcome 1, learners could research statistics about accidents to children in the home. A question and answer session could be used to assess learners' knowledge of accidents to children in the home. Learners could work in groups to consider accident risks to children in different rooms in the house and in the garden. Risks could be shown pictorially and displayed in the classroom.

Ways to prevent accidents and appropriate safety equipment could be researched by learners working in small groups using websites, journals and catalogues. Each group could present their findings to the whole group and add the information about safety precautions to the display. Knowledge could be consolidated by a visit to a children's centre to observe the use of safety equipment and precautions. A health visitor could be invited to speak about how the Personal Child Health Record is used to provide advice to parents about safety.

Learning outcome 2 could be introduced with a multiple choice questions quiz to assess learners' knowledge of food safety and hygiene measures. Discussion about the correct answers could include the importance of each measure. Learners could complete a worksheet about where and how food should be stored in the fridge. The causes of food poisoning and how children may be affected could be researched by learners working in pairs. A practical session where learners prepare a snack for a child would enable the learners to apply their knowledge of hygiene measures. Learners could complete a self-assessment of the effectiveness of the hygiene measures used.

How immunity is acquired could be introduced by the tutor for learning outcome 3. Learners could then work in groups to research the different infections in the childhood immunisation programme to include how children are affected. Each group could report their findings to the whole group using PowerPoint, supported with a factsheet for other learners. The tutor could lead a discussion about reasons why parents do not have their children immunised. The class could debate 'Should child benefit be withheld from parents who do not have their children immunised?' Learners could prepare a leaflet for parents to include the immunisation schedule and reasons why they should have their children immunised.

For learning outcome 4, learners could research common childhood illnesses using the internet, books and journals, to include causes, signs, symptoms and treatment to prepare a whole class display. A practice nurse or school nurse could be invited as a guest speaker. Learners could prepare questions to ask about how to care for children with different common childhood illnesses. A demonstration on how to use different thermometers could be followed with a practical session with learners recording their own temperatures. A question and answer session could be used to establish safety measures which are needed when storing and giving medicines to 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.
Theory – accidents to children in the home – statistics from Royal Society for the Prevention of Accidents (RoSPA).
Quiz to assess knowledge of safety in the home and garden (Child Accident Prevention Trust).
Group work – each group to research possible accidents in different rooms in the house and how to avoid. Present findings on a poster. Display all posters.
Paired research – cost of safety equipment using internet or catalogues feed back to group. Whole-group discussion – 'Is it safe to buy second-hand safety equipment?'
Visit to children's centre to observe use of safety equipment.
Guest speaker – health visitor to speak about role in child safety and safety advice in Personal Child Health Record.
Assessment – produce notes or answer questions on ways children may be harmed in a garden and ways to prevent accidents to children in different rooms in the home. (learning outcome 1)
Theory – food safety, hygiene measures.
Rules for food safety – multiple-choice questions: learners swap papers to mark each other's. Include correct answers.
Where and how should food be stored in fridge – pictorial worksheet.
Paired work – research causes and effects on children of food poisoning.
Practical – making a snack for a child: sandwich, wrap, fruit salad. Assess effectiveness of hygiene measures used.
Assessment – write up or answer questions on reasons why it is important to follow hygiene measures when preparing food for children and how to safely prepare a meal for a child using frozen food. (learning outcome 2)
Theory – immunity and childhood immunisation.
Paired work – research infections in the childhood immunisation programme to include how children are affected by the infections.
Discussion – 'Why do some parents choose not to have their children immunised?' 'Should child benefit be withheld from parents who do not have their children immunised?'
Use a computer to produce a leaflet for parents about schedules and reasons to have their child immunised.
Assessment – write up how immunisations protect children from infections and the effects on children of different infections in the immunisation programme. (learning outcome 3)

Topic and suggested assignments/activities
Theory – childhood illness and infestation.
Individual research into different childhood illnesses and their signs and symptoms – present findings to group using PowerPoint.
Group display about caring for a sick child and medicine safety.
Practical – practise taking temperatures using different types of thermometers.
Practical demonstration – combing to detect and treat head lice. Examine images of lice and nits and create posters.
Assessment – write up signs of illness, how to respond to child with a high temperature and safety measures to be followed with medicine for children. (learning outcome 4)

Assessment

The criteria for this unit could be combined and evidence collected in a small portfolio or loose-leafed file to be used as a reference document for parents. Alternative methods of evidencing can be used, such as discussion with the tutor or question and answer sessions with a signed witness or observation report.

For assessment criterion 1.1, learners must give information about at least three different ways children may be harmed in a garden.

For 1.2, learners will need to give brief information about at least two ways to prevent accidents in each of the following rooms: the kitchen, the living room and the bathroom. Additional rooms may be included.

For 2.1, learners must give reasons why three different hygiene measures must be followed when preparing food for children.

Assessment criterion 2.2 requires learners to give brief detail about the procedures to follow to ensure a meal for a child, which includes frozen food, is prepared safely. This may be presented in the form of a task sheet demonstrating the food hygiene practices which would be carried out during the preparation of a meal.

For assessment criterion 3.1, two ways immunisations protect children from infections will need to be given.

For 3.2, learners will need to give brief information about how children are affected by two of the infections in the immunisation programme.

Assessment criterion 4.1 requires learners to give three different physical signs of illness in a child and three behavioural signs of illness.

For 4.2, learners must identify a common childhood illness and give a brief description of necessary care, which may include temperature control, fluids and diet, medical supervision, medicines.

Assessment criterion 4.3 requires learners to give a clear outline of three ways to make sure children are safe when provided with medicines.

Suggested resources

Books

Hilton T and Messenger M – *The Great Ormond Street New Baby and Child Care Book: The Essential Guide for Parents of Children Aged 0-5, 3rd edition* (Vermilion, 2004)

Journals and/or magazines

Mother and Baby

Practical Parenting

Other publication

Department of Health – *Birth to Five* (Crown, 2007)

Websites

www.askbaby.com/childhood-illnesses.htm	Askbaby.com – information on the symptoms, diagnosis and complications of a variety of childhood diseases
www.babycentre.co.uk/baby/safety	Baby Centre – information and checklists about baby safety
www.capt.org.uk/parents	Child Accident Prevention Trust – advice for parents, quiz
www.direct.gov.uk/en/Parents/Yourchildshealthandsafety/YourChildsHealth/DG_10026138	Government website – information for parents and carers about keeping children safe and immunisation schedule
www.eatwell.gov.uk/keepingfoodsafe/preparing	Food Standards Agency – food safety
www.foodlink.org.uk	Food and Drink Federation – food safety information and quiz
www.hassandlass.org.uk/query/index.htm	Royal Society for the Prevention of Accidents – accident statistics
www.immunisation.nhs.uk	NHS immunisation website – how to protect your child
www.nhs.uk/conditions/Accidents-to-children-in-the-home/Pages/Introduction.aspx?url=Pages/What-is-it.aspx	NHS – accidents to children in the home, includes a video clip

Unit 10: Positive Parenting Skills

Unit reference number: F/503/5527

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to help learners develop knowledge and understanding of how to promote children's development and encourage positive behaviour, which are valuable skills for positive parenting.

Unit introduction

Responsible parenting involves taking an active role in promoting development to help children reach their potential. This requires parents to know about all aspects of development and understand ways that a child's development can be encouraged. Knowing how to provide an environment for children which helps them to feel secure and manage their feelings will encourage positive behaviour.

There are sometimes situations when children are overwhelmed by their feelings and difficult situations may occur. Understanding why these situations occur will help parents to respond in a positive way to a child's unreasonable behaviour.

This unit aims to develop knowledge and understanding in these key areas.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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 how parents can help children to behave positively	1.1	Explain different ways parents can encourage positive behaviour	☐ *Positive action by parents*: hug and cuddle children; praise children often; be consistent; remember children copy adult actions; parental behaviour, e.g. be patient, be tolerant, stay calm, don't shout, don't swear, don't argue, don't smoke in front of children
				☐ *Ways to encourage positive behaviour*: set clear limits and stick to them; encourage children to do things for themselves; reassure children that they are loved; always praise child when they do something well; give children time and attention; offer children choices; have realistic expectations; establish routines (bedtime, mealtime); reward wanted behaviour as soon as possible; reward system for older children, e.g. star charts
2	Know ways to help children in difficult behaviour situations	2.1	Identify difficult behaviour situations which may occur with children of different ages	☐ *Reasons for difficult behaviour*: mixed messages from adults, unreasonable expectations by adults of behaviour; frustration at not being able to express feelings; copying adult behaviour; unsettled routines; boredom; tiredness; hunger; unwell
				☐ *Difficult behaviour*: tantrums, e.g. kicking, screaming, throwing things, head banging; attention seeking, e.g. biting, spitting, breaking things; refusing to eat; refusing to go to bed; refusing to tidy up; swearing
		2.2	Describe how the parent can help the child in each difficult behaviour situation	☐ *Managing difficult situations*: ignore tantrums; be firm and consistent with verbal responses; think about reasons for behaviour; reassure child you love them; listen to child; speak to child positively

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to plan ways for parents to encourage children's development	3.1	Plan ways a parent can encourage a child's development	□ *Development skills*: social skills, e.g. build confidence, help children to play with other children, help children relate to adults; physical skills, e.g. develops healthy bodies, improves coordination, energy levels and sense of wellbeing; intellectual skills, e.g. learning and understanding; communication skills, e.g. speech, body language, gestures, facial expressions, writing; emotional skills, e.g. being able to deal with feelings; spiritual skills, e.g. awareness and tolerance of different viewpoints, beliefs and way of life
				□ *Ways to encourage development*: social skills, e.g. talk to child, read stories; physical skills, e.g. build obstacle games, go to the park; intellectual skills, e.g. ask questions, play counting games; communication skills, e.g. talk, listen, sign; emotional skills, e.g. use puppets to talk about feelings, play with dough; spiritual skills, e.g. be tolerant with children, show understanding

Information for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, practical workshops, external trips, role play and guest speakers, to help learners relate to the content of the unit. Additional learning resources can include journals, videos, DVDs, case studies, learner presentations and group work.

Tutors could introduce the unit by asking learners what action parents need to take to make sure children feel valued and important. This could generate discussion about 'why valuing children is important' and 'the benefits to children's emotional and social development if adults treat them with respect.' Learners could analyse scenarios of different situations to help them to identify respectful behaviour. A guest speaker such as a childminder or early years practitioner could be invited to speak about how they ensure children are respected and valued and how this benefits children.

Learners could work in groups for learning outcome 1 to consider how to encourage children to behave positively and feed back their findings to the group. This could be followed by a tutor-led discussion to establish the range of different ways, including having boundaries, being consistent, praise and rewards for wanted behaviour. Key points could be collated on a flip-chart. Learners could design a leaflet for parents to give guidance about how to provide a bedtime routine. A visit to an early years centre would give learners the opportunity to observe how the adults encourage positive behaviour. Learners could design a star chart for a child.

For learning outcome 2, learners could work in groups to analyse scenarios of children of different ages in different situations demonstrating difficult behaviour. Learners could be asked why they consider the children responded in the way that they did and feed back their findings to the group. In group discussion, issues such as unreasonable expectations of adults, frustration at not being able to express feelings, boredom and tiredness, could help learners appreciate the reasons why children may exhibit difficult behaviour. Role play could be used to consider appropriate ways for adults to respond when children are demonstrating difficult behaviour. Learners could discuss 'What if the adult had responded b?' to consider alternative responses and the implications of these on children's behaviour in the future. Learners could make posters about appropriate ways for parents to respond to their children's difficult behaviour to display in the classroom. Having established positive ways parents can respond to help children; learners could discuss the issue of banning the physical punishment of children to help consolidate knowledge.

Learning outcome 3 could be introduced with a quiz to establish learners' knowledge of areas of development (social, physical, intellectual, communication, emotional, spiritual). This could be followed with a discussion about the importance of the adult in promoting and encouraging children's development. Learners could investigate activities that children of different ages can do with parents to encourage all aspects of development. Learners can use the internet, books and journals for their research. Learners should be encouraged to consider both indoor and outdoor activities and activities which do not need expensive resources. Learners could present their findings as a mind map.

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. Theory – adult role in encouraging children's positive behaviour. Guest speaker – eg early years practitioner to speak about how to provide an environment to promote positive behaviour. Visit to early years centre – use recordings of children in nurseries to observe ways adults promote positive behaviour. Role play different ways to respond to children to encourage positive behaviour. Practical – design a star chart. Assessment – record different ways parents can help children to behave positively. (learning outcome 1)
Theory – why difficult behaviour situations may occur – ways to respond. Paired work – analysis of different scenarios – ways for adults to respond. Whole class discussion to share answers. Which are most effective responses? Why? Practical – make leaflet for parents about ways to establish a bedtime or mealtime routine. Assessment – record difficult behaviour situations and list how the parent can help the child. (learning outcome 2)
Theory – children's development – social, physical, intellectual, language, emotional. Analyse videos of children at different ages to identify different developmental needs. Practical – research ways for parents to encourage development. Paired work to produce posters for different aged children for whole-class display. Assessment – record plan for ways for a parent to encourage all areas of a child's development. (learning outcome 3)

Assessment

For assessment criterion 1.1, learners will need to give information about what parents can do to help children behave well. A list of ways will not meet the criterion. Learners will need to give brief detail about how the parent's actions will be helpful, for example, offering the child choices will make them feel valued and in control.

For 2.1, learners need to outline three different behaviour situations that could happen with children of different ages.

For 2.2, learners need to give brief detail of how the parent should respond in each situation given in 2.1, which would help the child deal with their extremes of emotions.

To meet 3.1, learners will need to give the age of the child for their plan. Learners must include brief information about at least one activity or experience for each area of development. Each activity or experience needs to involve the parent and be appropriate for the age of the child. For example: 'A child aged three years. Take the child to the park to feed the ducks. Ask the child to count the ducks. The parent could talk about the ducks' bills and webbed feet. This would encourage intellectual development'. The plan may be presented on a poster.

Suggested resources

Books

Frankel J and Hobart C – *A Practical Guide to Activities for Young Children, 3rd edition* (Nelson Thornes, 2005)

Hilton T and Messenger M – *The Great Ormond Street New Baby and Child Care Book: The Essential Guide for Parents of Children Aged 0-5, 3rd edition* (Vermilion, 2004)

Journals and/or magazines

Mother and Baby

Practical Parenting

Other publication

Department of Health – *Birth to Five* (Crown, 2007)

Websites

www.familydoctor.co.uk/htdocs/childsbehaviour/childsbehaviour_specimen.html	Family doctor site – information about behaviour expected at different ages and positive approach
www.guardian.co.uk/education/gallery/2009/jan/26/play-children-babies?picture= 342349239	*Guardian* newspaper – how to play with the under 5s
http://nationalstrategies.standards.dcsf.gov.uk/earlyyears/eyfs	Department for Children, Schools and Families Early Years Foundation Stage
www.parentlineplus.org.uk	Parentline plus – support for parents with children's behaviour difficulties
www.practicalparent.org.uk/advice.htm	Behaviour videos, behaviour quiz

Unit 11: Managing Money for Parenting

Unit reference number: H/503/5522

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to give learners the knowledge and understanding of how to manage money as a parent.

Unit introduction

Households with children face considerable financial demands. It is essential, therefore, to know about the sources of income to which families with children are entitled. Credit may be necessary for basic household items and knowing how to obtain this without incurring high interest rates is crucial. Knowing how to manage debt and sources of advice for families in financial difficulty is essential. Being able to balance income with outgoings and recognising ways that savings can be made are fundamental to managing finances and keeping debts at a manageable level. This unit aims to develop knowledge and understanding in these key areas.

In learning outcome 1, learners explore sources of income available to a household with a new baby and consider the essential and non-essential expenditure which may be needed in a household with children.

The interest that is applied to different credit agreements is investigated in learning outcome 2. The best way to obtain credit, if needed to buy essential equipment, is considered.

Debt management is explored in learning outcome 3.

In learning outcome 4, learners are introduced to budgeting. Ways that savings may be used in a household with a new baby are explored.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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 sources of income and expenditure for a household with a new baby	1.1	Identify sources of income for a household with a new baby	☐ *Income*: sources of income, e.g. health in pregnancy grant, Sure Start maternity grant, child benefit, maternity allowance, statutory maternity pay, statutory paternity pay, wages, tax credits, income support
		1.2	Outline items for essential expenditure in a household with a new baby	☐ *Expenditure*: essential expenditure; non-essential expenditure; items, e.g. rent, council tax, heating, food, toiletries, phone charges, hire purchase, e.g. washing machine, fridge, television; clothing and shoes for adults and children; equipment for baby, e.g. cot, pushchair, bath; equipment for children, e.g. bed, TV licence; home contents insurance; entertainment, e.g. cinema, magazines, satellite TV subscription, nights out
2	Understand how credit and interest applies when buying equipment for household with a new baby	2.1	Describe how different interest rates increase final purchase price	☐ *Ways to obtain credit*: types of credit, e.g. store cards, credit cards, loan companies, loan sharks, offers from mail order companies, credit unions (non-profit making)
				☐ *Interest*: interest rates; contracts, e.g. read small print, length of loan, amount of interest to be paid, annual fee, when interest is to be paid, what happens if payment is missed, seek advice before signing; total cost paid for item; interest-free deals
3	Know about debt management	3.1	Outline ways to manage debt	☐ *Debt management*: pay off balances and loan repayments every month; balance will increase if balance not paid, debt will increase; speak to company immediately if balance cannot be paid; company will talk to you about what you can do; ignoring reminders could result in court action; seek help and advice about debt management, e.g. Citizens Advice Bureau, National Debtline website

Learning outcomes	Assessment criteria	Unit amplification
4 Be able to prepare a budget for a household with a new baby	4.1 Carry out basic calculations to compare income with outgoings for a week for a household with a new baby	☐ *Budgeting:* regular weekly outgoings, regular weekly income; calculate the difference between income and outgoings; spreadsheets
	4.2 demonstrate ways savings can be made in outgoings given in 4.1 to have money for unplanned expenditure	☐ *Saving*: saving for emergencies; saving money for larger purchases, e.g. stair gates, car seats; ways to make savings, e.g. buying shops' own brand products, special offers, tokens, buying second hand equipment, switching mobile phone contracts, walking instead of using public transport, cutting down on smoking, cutting down on alcohol; investing in Child Trust Fund

Information for tutors

Delivery

Tutors delivering this unit have the opportunity to use a wide range of delivery methods to help learners understand how to apply the principles of budgeting to managing money for parenting. Techniques include presentations, practical workshops and guest speakers. Additional learning resources can include case studies, learner presentations and group work.

To introduce this unit, learners could work in groups to identify income sources by analysing case studies of different families with babies. Each group could feed back their findings to the whole group and the range of income sources could be listed on a flipchart. Completion of a handout about benefits would help to consolidate learning.

A thought shower could be used to identify what equipment and resources would be needed by a family setting up home with a baby. Learners could investigate the cost of equipment for a baby by visiting shops or doing research using catalogues and the internet. Learners could work in groups to discuss if any equipment could be bought second hand and whether there are any safety issues to be considered. The case studies could be further examined by the groups to identify the family's expenditure. This could be followed by discussion about essential and non-essential expenditure for a family. Learners could debate 'expenditure on insurance is more important than spending money on entertainment'.

For learning outcome 2, tutors could introduce the theory of interest with a practical demonstration using replica money to help learners to understand that any organisation that lends money or gives credit will charge for this service and that therefore, any borrowed money will incur a charge. Learners could work in small groups to research the interest rates charged by different credit cards, store credit agreements, mail order companies, loan companies. Learners could feed back their findings to the whole group. The tutor could demonstrate how the different interest rates impact on the total amount paid for an item. A guest speaker from a credit union could be invited to speak to learners about low interest borrowing.

Learners could examine case studies of different families where debt has spiralled out of control for learning outcome 3. Learners could suggest actions that the parents could take to manage their debt and feed back their findings to the whole group. The tutor could lead a discussion to confirm appropriate action. Key points could be collated on a flipchart. Learners could use the internet to research different organisations that provide families with advice about how to manage debt.

Tutors could demonstrate how to use a simple spreadsheet to draw up a budget. For learning outcome 4, learners could work individually to practise budget calculations for different families, supported by the tutor. To introduce ways saving could be made, the tutor could present the household budget of one family on a flipchart in order to generate discussion about ways the family could make savings.

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.   Theory – sources of income and expenditure.   Thought shower essential and non-essential equipment.   Group work – each group to investigate sources of income and regular outgoings for different households with children. Feed back to group to identify all benefits available. Learners to complete a handout with gaps for learners to fill in answers about benefits. Discussion – 'Is expenditure on renting a TV and TV licence justified?'   Paired research – cost of equipment needed for a new baby. Through visit to shops, internet research, use of catalogues from stores. Present results on flipcharts to compare results. Discussion – 'Is all this equipment essential?'   Assessment – record sources of income for a household with children and items for essential expenditure in a household with a new baby. (learning outcome 1)
Theory – credit and interest.   Tutor supported research – study different store credit agreements, credit card agreements, loan companies, mail order companies to identify best loan agreement for equipment for a household – interest rate, length of loan, total amount paid for item.   Guest speaker – for example from a credit union. Learners to prepare questions to ask speaker about advantages.   Assessment – record the best ways to obtain credit to buy equipment for a household with a new baby. (learning outcome 2)
Theory – debt management.   Discuss – 'What happens if loan repayments are not made?' Analysis of case studies of families where debt has spiralled out of control. What should families have done? Tutor-led discussion – actions to take listed on flipchart.   Paired internet research into sources of advice and support for debt management.   Assessment – record ways to manage debt. (learning outcome 3)
Theory – how to draw up a budget. How to use a spreadsheet to prepare a budget.   Learners to practise calculating budgets for different families, using spreadsheets and proformas, supported by tutor.   Whole-class discussion using example of one household budget on flipchart – how can savings be made?   Which equipment for babies could be second hand?   Assessment – record calculations comparing income with outgoings for a week for a household with a new baby and give examples of ways savings could be made. (learning outcome 4)

Assessment

For assessment criterion 1.1, learners will need to give information about different grants, allowances and ways a family with a new baby may receive income. At least four sources need to be identified.

Assessment criterion 1.2 requires learners to give brief details about what essential items a family with a new baby will need to spend money on. To meet the criterion learners must include expenditure for basic needs for all family members, for example food, heating, housing costs and specific requirements for the baby such as nappies.

For 2.1, learners will need to give an example of how two different interest rates will affect the final cost of an item purchased with credit. For example, a washing machine costing £300 bought using a credit card with an interest rate of 15% over five years would mean the total paid would be £525, or using a store card with an interest rate of 30% over five years would mean the total was £750. Learners are not expected to show the effects of compound interest in their answer.

Assessment criterion 3.1 requires learners to give brief details of actions to take if difficulties arise managing finances. Learners need to demonstrate understanding of the need to communicate with debtors and pay some money regularly.

For 4.1, learners may use a pro forma or a simple spreadsheet to present the information. The money received from income sources for one week for a household with children will need to be listed and totalled. The family's outgoings for one week will need to be listed and totalled. A final balance will need to be given to meet this criterion.

For 4.2, learners should give details about at least three different ways the family whose budget has been given in 4.1 could make savings to allow them to meet unexpected expenditure.

Suggested resources

Journals and/or magazines

Mother and Baby

Practical Parenting

Websites

www.abcul.org/page/index.cfm	Association of British Credit Unions – information about low interest borrowing
www.adviceguide.org.uk/index/life/debt.htm	Citizens Advice Bureau – debt advice
www.bbc.co.uk/parenting/family_matters/finance_budget.shtml	BBC Parenting site – budgeting for a baby
www.maternityaction.org.uk/id28.html	Maternity Action – leaflet: Money for Parents and Babies
www.nationaldebtline.co.uk	National Debtline – free confidential debt advice
www.raisingkids.co.uk/fi/fi.asp	Raising Kids – family finances and tips for making savings

Unit 12: Healthy Lifestyles for Parenting

Unit reference number: F/503/5530

Level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to provide learners with the knowledge and understanding of healthy lifestyles for parenting. The lifestyle factors included in this unit are exercise, smoking, alcohol and drug use, and sexual health.

Unit introduction

Knowing how to live a healthy lifestyle in order to provide the best possible environment for children is an important consideration for parents.

Understanding the potential effects on children of adult behaviour with regard to exercise, smoking, alcohol and illegal drugs is crucial and can be a potent motivator to change. Knowledge of contraception and sexual health are particularly relevant to healthy parenting lifestyles and it is important for learners to have a good understanding of where advice, information and support can be obtained.

This unit aims to develop knowledge and understanding in these key areas.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner 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 exercise helps parents and children to stay healthy	1.1	Identify benefits of exercise to health	□ *Benefits of exercise*: controls blood pressure; reduces risk of heart disease; controls weight; increases energy; increases confidence; promotes sense of wellbeing; reduces stress; helps women to get into shape after birth of a baby; helps children to develop physical skills
2	Understand the responsibilities of parents with regard to smoking and health	2.1	Explain the effects of smoking on the health of the parent	□ *Effects of smoking on health*: reduced life expectancy; increase risk of heart attack, stroke; blood clot; lung cancer; bronchitis; emphysema; tooth decay
		2.2	Explain how a parent who smokes can affect the health of their child	□ *Effects of passive smoking on health of children*: low birth weight; increased risk of respiratory illness, chest, nose and throat infections; ear infections; glue ear causing hearing loss; meningitis; asthma; cot death; long-term cancer risk
3	Know how alcohol affects a healthy lifestyle for parenting	3.1	Identify the effects of alcohol on the health of the parent	□ *Effects of alcohol on health*: regular drinking over years damages liver cells, brain cells, affects sexual performance; drinking in pregnancy affects development of the baby
		3.2	Explain effects of alcohol abuse on parenting	□ *Alcohol abuse*: heavy drinking causes depression, unstable behaviour, dependency; family difficulties, eg neglect, emotional abuse, physical abuse, financial problems, unstable family life; effects on children's social and emotional development, e.g. children may have difficulties in forming relationships, low self-esteem

Learning outcomes		Assessment criteria		Unit amplification
4	Understand how drugs affect a healthy lifestyle for parenting	4.1	Explain possible effects on children in households where there is illegal drug use	□ *Drugs*: prescribed; illegal, eg cannabis, cocaine, heroin, ecstasy, amphetamines, solvents, anabolic steroids □ *Possible effects on children of illegal drug taking*: chaotic households, e.g. no routine, neglect, irregular meals, inadequate clothing, poor hygiene; dangers, e.g. from discarded needles, drugs accessible to children; role reversal, e.g. child doing cooking, cleaning, caring for parent; risk of violence; low achievement; low self-esteem; lack of trust; blood borne infection risk
5	Know about sexual health for a healthy lifestyle	5.1	State advantages and disadvantages of different methods of contraception	□ *Contraception methods*: hormonal, e.g. the pill, patches, injection, implant, morning after pill: non-hormonal, e.g. condom, cap, spermicides, intra-uterine device, sterilisation; methods which protect against sexually transmitted infections (STIs)
		5.2	Identify sources of information and advice about contraception and sexual health	□ *Sources of information and advice for contraception and sexually transmitted diseases*: contraception, e.g. midwife, health visitor, general practitioner, family planning clinic, local hospital, pharmacy, Brook Clinic; sexually transmitted infections, eg general practitioner, hospital, Genitourinary Medicine Clinic (GUM), NHS III, Family Planning Association □ *Sexually–transmitted infections*: e.g. herpes, chlamydia, genital warts, gonorrhoea, syphilis, HIV/AIDS, hepatitis B; prevention through condom use

Information for tutors

Delivery

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

Tutors could introduce this unit by asking learners to share their experiences of exercise. What did they enjoy about exercising? For learning outcome 1, learners could work in groups to research the health benefits of exercise for both adults and children, using books, journals and the internet. Results could be fed back to the whole group and key points listed on a flipchart. Tutors could lead a discussion about the importance of balancing food intake with exercise to control obesity. Each group could prepare a presentation to the group about different activities children of different ages and parents could enjoy together. Findings could be presented on posters and compiled into a display for the classroom.

Learning outcome 2 could be introduced by the tutor with a quiz to assess learners' knowledge of the effects of smoking on the health of adults. A health visitor could be invited to speak to learners about the effects of passive smoking on babies and children. Learners could debate: 'Parents who smoke should have child benefit withheld'. Learners could produce leaflets for parents to advise them about the effects of smoking on their own health and the health of their children and sources of help to stop smoking.

A question and answer session could be used to introduce learning outcome 3. The government guidelines for safe alcohol consumption for women, expectant mothers and men could be clarified. A thought shower could be used to consider the effects on the health of adults of alcohol abuse. Learners could research foetal alcohol syndrome using the internet, books and journals to appreciate the effects of alcohol on the developing foetus. Learners could work in groups to examine different case studies of families where parents are abusing alcohol to analyse the effects on children's lives. Groups could feed back their findings from their case study to the whole group. Learners should be made aware of effects on children's social and emotional development as well as their physical wellbeing.

For learning outcome 4, case studies can be used to help learners understand how children may be affected if they are living in households where there is illegal drug use. Learners could work in pairs to analyse different case studies and present their findings to the group using PowerPoint. Tutors could emphasise the possible short and long-term effects on children's physical health, social and emotional development.

For learning outcome 5, a guest speaker such as a practice nurse could be invited to speak about methods of contraception and sources of information and advice. Learners could prepare questions to ask the speaker about the advantages and disadvantages of the methods and their reliability. Learners could undertake research into sexually transmitted infections and sources of information and advice using books and the internet. Learners could prepare posters with information about local and national sources of information and advice about contraception and sexually transmitted infections to display in the school or college.

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. Theory – benefits of exercise. Define aerobic exercise. Paired internet research into ways exercise affects health. Present results on a flipchart. Practical – make posters of exercise suitable for children of different ages to do exercise with parents. Include weight bearing and exercise for suppleness. Assessment – record benefits of exercise to health. (learning outcome 1)
Theory – effects of smoking on health and passive smoking on health of children. Quiz to test knowledge of effects on health of smokers. Guest speaker, eg health visitor to speak about effects of passive smoking on children's health. Debate – 'parents should not have child benefit if they smoke.' Calculate the cost of smoking 20 a day and compare with what this could buy for a child. Research ways to stop smoking and where to go and how to get help. Assessment – record effects of smoking on the health of the parent and the health of their children. (learning outcome 2)
Theory for learning outcome 3 – effects of alcohol on health. Question and answer session – government guidelines for safe alcohol consumption for women, pregnant and breastfeeding women, and men. Thought shower risks to health. Small-group work. Analysis of different case studies of households with children where there is alcohol abuse. How are the children affected? Feed back to whole group. Assessment – record examples of the effects of alcohol abuse on parenting. (learning outcome 3)
Theory for learning outcome 4 – effects of illegal drug use on children. Small-group work – each group researches a different drug and the legal penalties of possession and supply. Collate results. Analysis of different case studies. Each group presents case studies and effects on children to whole group. Tutor-led discussion about issues. Discussion about ways parents can be helped to overcome drug abuse. Organisations and agencies that offer help and support. Assessment – learners record possible effects on children in households where there is illegal drug use. (learning outcome 4)

Topic and suggested assignments/activities
Theory for learning outcome 5 – methods of contraception.
Guest speaker – for example, nurse from family planning clinic. Learners to prepare questions about advantages and disadvantages of contraceptive methods.
Quiz on signs and symptoms of sexually transmitted diseases. Learners swap answers and check each other's work.
Paired research on local sources of advice, information and support for contraception and sexually transmitted diseases to include addresses, phone numbers and email contacts. Present information on posters to display in classroom and around school or college.
Assessment – record advantages and disadvantages of different methods of contraception and sources of information and advice about contraception and sexual health. (learning outcome 5)

Assessment

The criteria for this unit could be combined and evidence collected in a small portfolio or loose-leafed file to be used as a reference document for parents. Alternative methods of evidencing may be used.

For 1.1, learners will need to give information about at least four different ways exercise promotes health. Learners should refer to both physical and emotional benefits.

Assessment criterion 2.1 requires learners to give clear detail of how a parent's health may be affected by smoking. At least three different ways will need to be explained.

To achieve 2.2, learners must include information about how a child's health may be affected by a parent who smokes. At least three different ways will need to be explained.

For 3.1, learners need to give brief details about two ways the health of the parent may be affected by alcohol.

To achieve 3.2, learners must provide clear details about three different ways a child's lifestyle may be affected if a parent is abusing alcohol.

For 4.1, learners will need to include information about ways that children's lives may be affected if they live in households where adults are using illegal drugs. Three different effects on children's lives will need to be explained to meet this criterion.

For 5.1, advantages and disadvantages of at least four different contraception methods should be given. Both hormonal and non-hormonal methods should be included. Learners should make reference to reliability and effectiveness in controlling sexually transmitted infections in their response.

Assessment criterion 5.2 requires learners to list three different providers of information and advice for contraception and sexual health. Both national and local sources may be included.

Suggested resources

Other publication

Department of Health – *Birth to Five* (Crown, 2007)

Websites

www.ash.org.uk/ash_tjwkzorn.htm	Action on Smoking and Health – information, statistics and resources
www.bhf.org.uk/keeping_your_heart_healthy/ healthy_children/how_to_keep_children_healthy. aspx	British Heart Foundation – children and exercise, beating heart disease
www.brook.org.uk/content/M2_1_Contraception. asp	Brook Advisory Centre site – contraception information
www.dh.gov.uk/en/News/Currentcampaigns/ Change4Life/index.htm	Department of Health – Change for Life campaign
www.dh.gov.uk/en/Publichealth/ Healthimprovement/Alcoholmisuse/DH_4066593	Department of Health – alcohol misuse
www.fpa.org.uk	Family Planning Association – contraception and sexual health advice
www.helpwithsmoking.com/passive-smoking/ passive-smoking-and-children.php	Effects of passive smoking on children
www.kidsexercise.co.uk	Benefits of exercise for children
www.nacoa.org.uk	National Association for Children of Alcoholics
www.nhs.uk/conditions/Contraception/Pages/ Introduction.aspx?url=Pages/what-is-it.aspx	NHS site – contraception information and video
www.thesite.org/drinkanddrugs	YouthNet UK information site – alcohol and drugs information
www.womens-health.co.uk/std.asp	Women's health website – information about sexually transmitted diseases

Unit 13: Searching for a Job

Unit reference number: D/503/2831

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is for learners to develop knowledge of how to conduct a search for potential jobs which match their skills and interests.

Unit introduction

Looking for a job can be challenging and time consuming. Before starting the search, it is important to know what skills you have, what you are interested in and where to look for appropriate employment opportunities. The focus of this unit is on learners demonstrating their skills in knowing where and how they can most effectively identify potential jobs. Learners will find out how to make choices about the most appropriate ways to search for jobs and the most appropriate jobs to search for, based on an understanding of their own skills and interests.

Essential resources

Learners need access to sources of information about where and how to search for specific types of jobs (such as magazines, newspapers, the internet, other people, Jobcentres). They will also need access to examples of relevant job advertisements (real or simulated).

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 sources of information about jobs	1.1	Outline different sources of information about jobs	☐ *Sources of information about jobs*: there is a range of different sources which provides information on job vacancies, e.g. recruitment agencies, internet sites, newspapers, magazines and journals, Jobcentres; different sources carry different types of job adverts, e.g. trade journals carry job adverts specific to a particular sector or industry
		1.2	Outline the assistance provided by different recruitment services	☐ *Recruitment services:* locations of recruitment services, e.g. Jobcentres, recruitment agencies, local community noticeboards, advertisements inside or outside shops, offices, restaurants or other places of work, local newspapers and other local publications, national press, internet, self-employment, HR departments of organisations/companies, word of mouth ☐ *Assistance provided by recruitment services*: sources that provide a recruitment service to employers and jobseekers, e.g. employment agencies, Jobcentres; sources which recruit directly for an organisation/company, e.g. HR departments, company websites; sources that provide advertisements or other information about potential job opportunities, e.g. community noticeboards, newspapers
2	Know how to recognise own interests and skills for job roles	2.1	Identify own interests and skills for employment	☐ *Skills and interests*: 'hard' skills gained through either completing a training course or through education or previous work experience; 'soft' skills, e.g. personal qualities and talents, interests, e.g. hobbies, preferences and aspirations
		2.2	Identify potential job roles which match own skills and interests	☐ *Matching to potential job roles*: the potential job role should ideally match the learner's 'hard' and 'soft' skills; important and less important factors in deciding the appropriateness of a potential job role, e.g. location, working hours, salary, job description, type of industry, size of organisation

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to search for job vacancies	3.1	Outline relevant information to look for in job adverts for potential jobs	☐ *Information in job adverts*: relevant terminology, e.g. abbreviations and descriptors commonly used in job advertisements, e.g. 'CV', 'MD', 'O.T.E', 'PA', 'team player', 'hands-on approach', 'flexible attitude'; different types of information contained in a job advert, e.g. location, skills needed for the job, salary and benefits, length of contract, opportunities to receive training, promotion or learn new skills; recognising key words in job adverts that match own skills, interests and personal circumstances, e.g. 'would suit someone with an interest in sport', 'full driving licence required'
		3.2	Identify appropriate methods to search for potential job vacancies	☐ *Appropriate methods to search for jobs*: conducting the job search according to what the learner requires from a job, e.g. using local sources such as local newspapers, Jobcentres, neighbours and friends to search for jobs in the local area, searching the vacancies section of a company or organisation website if the learner wishes to work for that particular company or organisation, using internet job sites or national newspapers if the learner wishes to find a job outside their local area

Information for tutors

Delivery

A wide range of delivery methods can be used in this unit, for example tutorials, presentations, video, discussions with those in the world of work, worksheets and internet sources. As many practical activities as possible should be included to help learners relate to the unit content.

By combining various aspects of the unit, tutors should be able to cover all the learning outcomes through practical activities.

As the emphasis of this unit is on allowing the learner to identify potential jobs, based on an understanding of their own skills and interests, the tutor could start delivery of this unit by asking learners to make a list of jobs that interest them.

Learners should be encouraged to describe their skills and interests through group discussion or with a tutor. In describing their skills and interests, they should understand how these can be used to identify potential job roles — this could be related to the type of job they are interested in (for example administration, customer service) or specifically to a sector area (for example health and social care, construction, retail) and the particular features of individual job roles such as working hours, work location etc. The learner's skills and interests may also be related to other qualifications they are undertaking which may help to identify potential job roles.

To develop knowledge of potential job sources, learners should investigate the range of job sources available to them. These could be job agencies such as employment agencies or Jobcentres, services such as careers advisers, or sources of information such as newspapers, trade journals and internet sites. Learners should also know that some job vacancies can be brought to their attention by other means, such as word of mouth.

Learners could visit the Jobcentre or an employment agency. On returning to college, school or place of learning, learners could record their information about the roles and functions of these services and potential jobs to suit their skills, abilities and interests.

To identify appropriate job roles, learners could carry out further directed investigation into potential job roles, for example by reading about potential areas of work on the internet or in careers publications, or by talking to people who work in a similar area.

For learning outcome 3, learners could work in groups to analyse the information in real job adverts and answer questions on a worksheet about the key words and terminology used.

Assessment

For 1.1, the learner must give brief details about four different sources of information about job vacancies. This could take the form of a presentation, leaflet or poster which includes the information required for 1.2.

To meet 1.2, the learner needs to give clear information about the assistance provided by the recruitment services described in 1.1.

For 2.1, the learner needs to identify their interests and skills and for employment. Evidence may be recorded in the form of a skills audit.

For 2.2, the learner needs to match their skills and interests to two potential job roles. Learners should be able to select the most appropriate job roles based on how closely they match their skills and interests. This information could be presented in the form of a chart or checklist.

For 3.1, the learner needs to identify information in job adverts that will help them in carrying out a job search to match their skills and interests, for example how the skills requirements section of a job advert can help them to narrow down their search.

The learner may use job vacancies either for which they will be applying or in which they have a genuine interest.

For 3.2, the learner needs to identify three sources of information available to search for potential jobs (although they will not be expected to use all of these to search for potential jobs). Tutors may wish to give learners a range of appropriate sources to choose from at this level.

Suggested resources

Websites

www.direct.gov.uk/en/Employment	Directgov – advice on looking for a job and planning a career
www.learndirect.co.uk/	Learndirect – advice on finding a job
www.monster.co.uk	Website giving advice on searching for jobs – offers facility to create CV, profile and cover letter, and includes links to job vacancies

Unit 14: Applying for a Job

Unit reference number: H/503/2832

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is for learners to develop understanding of ways to apply for a job and develop the skills to present relevant job application information in an appropriate and accurate way.

Unit introduction

The various methods of applying for a job differ in their requirements and the type of information requested of the applicant. The focus of this unit is on learners understanding how to apply for a range of job vacancies, but they will need to actually apply for only one job to achieve the unit.

Learners will gain an understanding of how and when different types of methods are used for applying for employment. They will find out how to gather the relevant information to support a job application and develop skills to present job application information in an appropriate and accurate way.

Essential resources

Learners need access to examples of real or simulated job application forms and examples of other job application documents such as CVs and covering letters.

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 methods of applying for jobs	1.1	Outline different methods of applying for a job	☐ *Different methods of applying*: different formats for internal/external applications, e.g. application forms, CVs, covering letters, applications via a website, applying in person
		1.2	Explain why different methods of applying for a job are used	☐ *Reasons different methods of applying are used:* method of applying may be linked to the type of job, e.g. requirement to provide covering letter may suggest job role requires good communication or written skills, use of online application form may suggest job role requires computer skills
2	Be able to complete a job application	2.1	Present relevant information collected for a job application	☐ *Information for job application*: person specification for job; job description; different types of information needed for a job application, e.g. personal details, skills, previous work experience, education and training; knowing which items of personal information to include and what to leave out, e.g. age, gender, address, telephone number; knowing whether you are eligible to work in the country legally; recognising that certain items of information fit certain parts of the job application form; using templates and examples as a guideline
		2.2	Complete a job application form accurately	☐ *Apply for a job using an application form, CV, covering letter*: accurate information including only relevant and appropriate information; following accepted guidelines for the format and content of a CV, following accepted guidelines for the format and content of a covering letter
		2.3	Complete a CV for a job application in a given format	
		2.4	Present an appropriate covering letter for a job application	

Information for tutors

Delivery

The unit has been designed to make delivery of the key topics practically based wherever possible.

The tutor could start delivery of this unit by providing a range of job application forms and CV templates of a suitable level for learners working at Level 1. Learners could work in groups to think about the information they need to prepare to be able to complete them. Alternatively, learners could collect different application forms for different jobs. They could telephone, email or write to request the forms.

Learners could be given examples of covering letters. They could then work in groups to produce a checklist of the information to be provided in a covering letter.

As part of learning outcome 1, a question-and-answer session could determine reasons why different methods of applying for job are used. For example, some employers will want to see more of a learner's ability to express themselves in writing, hence a request for a CV and covering letter, while other employers will simply need to see the learner's experience to date with some writing on an application form.

Reasons given in the question-and-answer session could be collated on a board/flipchart.

For learning outcome 2, learners could work independently to collect the information required to complete a job application. The job application may be real or simulated, and could have been either chosen by the learner or given to them. However, the learner and the tutor must discuss and agree that this is a suitable job based on the learner's skills and interests, so that the application is relevant to them.

Learners may be given a CV template and a template for a covering letter into which they can put their personal information.

Guest speakers could be invited to speak to learners about the importance of correctly presenting information on applications forms, CVs and covering letters and correctly following specific instructions.

Learners should be encouraged to practise presenting applications appropriately and discuss with their tutor any concerns they may have so that they are able to present documents in a format which is suitable for the employer. They should also be encouraged to proofread their job applications for accuracy, using resources such as a spellchecker, peers or friends.

Assessment

For 1.1, the learner needs to give clear details about two different ways to apply for a job.

For 1.2, the learner needs to give reasons why each of the two different ways to apply for a job (described in 1.1) has been used.

For 2.1, the learner need to collect the relevant information required to complete a job application. The learner may receive guidance in finding the relevant information but must be able to extract it independently.

For 2.2, 2.3 and 2.4, the learner needs to allocate the identified information to the appropriate part of the job application. They may discuss and agree with the tutor

how best to use the identified information. However, the learner must subsequently be able to make their own decisions regarding how to use the information in their job application. Information presented needs to be legible, concise, clearly understood by the employer and follow specific instructions given in the job application information. Where information is submitted electronically, learners should be familiar with the use of formatting and spellcheck functions.

For 2.2, the learner needs to complete a job application form accurately with care and attention paid to correct spelling, grammar (and legibility of handwriting if used) using relevant information.

For 2.3, the learner at this level may use a CV template into which they can put their personal information, but must show independence in being able to fill in the sections correctly.

For 2.4, the learner needs to provide a covering letter including why they are applying and how they meet the criteria for the job. They may use a template for a covering letter, but must show independence in being able to fill in the sections correctly.

The final application document should show that the learner understands the importance of using relevant information when filling in application documentation. If a covering letter is included, it should be appropriate to the job application, and does not need to be lengthy.

Suggested resources

Websites

www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork	Directgov – advice on looking for work
www.direct.gov.uk/en/YoungPeople/Workandcareers/Gettingyourfirstjob	Directgov – advice for young people on finding and applying for their first job
www.open.ac.uk/careers/applying-for-jobs.php	Open University careers advisory service
www.worksmart.org.uk/career/job_advertisements	Worksmart – Trade Union Congress (TUC) website giving advice on where to look for job advertisements and what information to look for in them

Unit 15: Preparing for an Interview

Unit reference number: K/503/2833

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to help learners to know what information is required to prepare for an interview, develop the skills to prepare questions for an interview and to plan travel to arrive on time.

Unit introduction

Preparation and planning are vital aspects of the interview process and go a long way towards improving the chances of a successful outcome. In this unit, learners will develop the skills of planning appropriate questions to ask an interviewer as well as preparing responses to likely questions ahead of an interview. They will also look at how to make effective travel plans for an interview to help them arrive at the correct time and place.

Essential resources

In order to prepare for an interview, learners need a given brief for an appropriate job, work placement or a place on a training course.

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 information required to prepare for an interview	1.1	Identify the purpose of the interview	□ *Purpose of the interview:* interview purpose, e.g. for employment, a course, work placement, volunteering
		1.2	Outline the key information about the job/ placement/course drawing on application information	□ *Information about the job/ placement/course:* information needed, e.g. entry requirements, working hours, job tasks and responsibilities, benefits and rewards, length of course, qualities, qualifications and experience required
2	Be able to prepare for interview questions	2.1	Prepare answers to questions that might be asked at the interview	□ *Respond to questions:* being asked questions at interview, e.g. ensure they understand the question before they answer, ensure answers are appropriate and clear, how to respond when they don't know the answer to a question
		2.2	Identify questions to ask which show interest in the job, placement or course	□ *Questions they might be asked:* which questions are most likely to be asked; not all questions can be planned for ahead of time □ *Prepare appropriate questions to ask the interviewer:* questions should use appropriate language register; content of questions should be relevant to the course/placement/job; learner shows their interest in the course/placement/job by asking questions; questions should be asked with appropriate tone of voice and attitude
3	Be able to plan travel for an interview	3.1	Confirm the time and place where the interview will be held	□ *Plan to arrive on time:* finding out journey times, using sources of travel information, considering different modes of travel, choosing best route, allowing for possible delays, using interview information or documentation to confirm interview details
		3.2	Plan a route and means of transport to arrive on time for the interview	

Information for tutors

Delivery

Delivery methods could include learner-centred tasks such as groupwork, research tasks and learner-led presentations.

Learners should be given as much practical experience as possible in preparing for an interview.

To develop an understanding of how to answer questions at an interview for learning outcome 1, learners need to be aware of the purpose of the interview. This could be explored using practical activities, working in groups to consider different interview situations and discuss questions that might be asked and appropriate answers. Learners could create guidelines to work as a factsheet for other learners to follow.

Role-play could be used to help learners to understand how to respond to questions they do not know the answers to.

For learning outcome 2, learners could work in small groups to discuss questions to ask the interviewer in different interview situations. They could then report back to the rest of the group.

Learners working in small groups could be given an interview venue, date and time and complete research using the internet or local transport information leaflets to select a route and means of transport to allow them to arrive at the interview on time. Learners can present their travel plans to the group and discuss the reasons for their choices.

The interview being prepared for may be for a job, placement or place on a training course. It could be a real situation, but a simulated interview is equally acceptable. Whether real or simulated, every effort should be made to provide an interview opportunity that relates directly to the learner's current or intended work or training interests.

Assessment

The assessment criteria for this unit may be combined into one assessment task. The learner may present all the required information as a leaflet. Alternative methods of evidencing may be used.

The assessment for this unit could take the form of preparing for and participating in a 'mock' interview. The learner could either choose a job that they have seen themselves, or examples of job vacancies could be provided by the tutor. The learner could prepare answers to possible interview questions and go on to prepare questions they would like to ask the interviewer. The learner could then be given a time and place for the mock interview. They should arrive in good time and be appropriately dressed.

For 1.1, the learner need to state the purpose of the interview, for example applying for a job as a sales assistant.

For 1.2, the learner needs to outline three important facts about the job/course placement from application information

For 2.1, the learner needs to give answers to four questions which are relevant to the purpose of the interview. The questions may be those agreed in class discussions, but the learner's response must reflect their own understanding of the stated purpose of the interview.

For 2.2, the learner needs to give four questions to ask the interviewer which are relevant to the stated job, placement or course. The learner might identify a range of possible questions through group discussion or other guidance, but should select the final set of questions independently.

For 3.1, the learner needs to give (independently) a precise interview time and venue from information given to them.

For 3.2, the learner needs to give, from a given range of resources, the correct information about a route and means of transport which would allow them to arrive at the interview on time.

Suggested resources

Websites

www.direct.gov.uk/en/Employment/ Jobseekers/LookingForWork	Directgov – advice on looking for work
www.direct.gov.uk/en/TravelAndTransport/ PlanningYourJourney	Directgov – advice on planning a journey
www.direct.gov.uk/en/YoungPeople/ Workandcareers/Gettingyourfirstjob	Directgov – advice for young people on finding and applying for their first job
www.jobcentreplus.gov.uk	Jobcentre Plus – advice on finding work
www.open.ac.uk/careers/preparing-for-an-interview.php	Open University careers advisory service

Unit 16: Interview Skills

Unit reference number: M/503/2834

Level: 1

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to help learners develop the presentation and communication skills required for interviews.

Unit introduction

The purpose of this unit is for learners to acquire the basic communication skills needed for an interview, be it for a job, work placement or training course. Learners are presented with an interview as a multi-faceted experience which includes the use of both verbal and non-verbal communication. Learners will learn about the importance of answering interview questions clearly and appropriately.

The emphasis is on being able to apply all the acquired interview skills in a way that is appropriate for the interview context. Learners will also be guided through a post-interview reflection so that they understand the value of learning from the interview experience.

Essential resources

Learners must participate in a real-life or simulated interview.

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 prepare to be interviewed	1.1	Demonstrate punctuality for the interview	☐ *Arrive on time:* timekeeping; arrive early enough to collect themselves, to find entrance to building/office, to appear calm and in control
		1.2	Demonstrate care in personal appearance relevant to the interview	☐ *Personal appearance:* clean; tidy; clothing consistent with that normally expected of interviewees in the particular setting; attention to personal hygiene
2	Be able to respond to questions in an interview	2.1	Answer questions asked by the interviewer with appropriate informative responses	☐ *Answer questions:* listening carefully to the questions before answering; answer is relevant to the question; language appropriate for interview context; clarity and politeness in communication; awareness of tone of voice
		2.2	Demonstrate attention through use of non-verbal communication	☐ *Non-verbal communication:* the role of non-verbal communication and body language in creating the correct impression, awareness of facial expressions; showing the interviewer you are paying attention to the questions; posture
3	Be able to assess own performance in an interview	3.1	Outline what went well in the interview and what did not	☐ *Assess own performance:* e.g. comments from the interviewer, the learner's own impressions of the interview experience; knowing which parts were difficult, challenging or unfamiliar; knowing which parts were easy, successful, enjoyable or familiar

Information for tutors

Delivery

By combining various aspects of the unit, tutors/line managers should be able to cover all the learning outcomes through practical activities.

A question-and-answer session could determine different situations that require interviews. Learners could work in groups to discuss the general purposes of interviews.

Guest speakers could be invited to speak to learners about the importance of timekeeping and personal presentation at interviews. Learners would find it helpful to prepare questions to ask the speaker about their expectations of someone in an interview situation. Learners could also create guidelines which work as a factsheet for other learners to follow.

To develop knowledge and understanding of the effect of non-verbal communication during an interview, learners could watch video of interviews and complete a related worksheet. In groups, learners could discuss cultural differences in non-verbal communication which would be relevant in an interview situation and report back to the rest of the group. Examples could include cultural differences about whether or not to make eye contact with a senior or older person or whether or not to shake someone's hand at the beginning or end of an interview.

Learners could practise their interview skills using role-work exercises of different interview situations. Learners could be involved in peer assessment of verbal and non-verbal communication skills, which would be helpful to learners when understanding their performance in an interview for learning outcome 3.

The interview may be for a job, placement or place on a training course. It could be a real situation but a simulated interview is equally acceptable. The interview should last for around 10 minutes. The interviewer should use straightforward language and make sure that questions are clearly phrased and unambiguous. The interviewer may be familiar to the learner but it would be helpful if it was not the learner's usual tutor for this area of learning or their immediate line supervisor in the workplace.

Assessment

The interview may be for a job, placement or place on a training course. It could be a real situation but a simulated interview is equally acceptable. The interview should last for around 10 minutes. The interviewer should use straightforward language and make sure that questions are clearly phrased and unambiguous. The interviewer may be familiar to the learner but it would be helpful if it was not the learner's usual tutor for this area of learning or their immediate line supervisor in the workplace.

For 1.1, the learners need to arrive in good time at the venue for the given interview.

For 1.2, the learner should be dressed appropriately for the interview. The definition of 'appropriately' will differ from one workplace or course to another, depending on the nature of the job, placement or course applied for. The learner's appearance should be consistent with that normally expected of interviewees in the particular setting. Regardless of setting, learners should have paid attention to their personal hygiene and be wearing clean clothes.

For 2.1, learners need to give responses relevant to the questions asked by the interviewer, clearly and politely, using language appropriate to the context of the interview.

For 2.2, during the interview, the learner should concentrate on the interviewer, avoiding distractions and listening carefully to the questions they are asked. Appropriate body language may include sitting up straight, sitting still and clearly paying attention to the interviewer, for example by nodding the head and taking papers passed to them. Tutors or line managers should assess the appropriateness of the learner's non-verbal communication in the light of any relevant cultural factors.

Evidence to support observation of the learner's performance in the interview for 1.1, 1.2, 2.1 and 2.2 could be a written statement by the tutor, line manager or interviewer or a video with supporting commentary from the tutor or line manager. Learners' use of verbal and non-verbal communication must be appropriate and informative within the context of the interview.

For 3.1, the learner should be able to identify parts of their performance that went well and not so well. This might relate to particular questions or to aspects such as body language or listening carefully. They might reflect on the interview by watching it back on video, listening to it on a recording, or discussing it with the interviewer or other observers. It is appropriate for any of these parties to offer constructive criticism and for the learner to include this feedback in their review of their performance, should they wish to do so. However, their self-evaluation should represent their own views on their performance and should be recorded independently. Evidence to support this can be either written, for example through written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or through a video or taped discussion.

Suggested resources

Websites

www.direct.gov.uk/en/Employment/ Jobseekers/LookingForWork	Directgov – advice on looking for work
www.open.ac.uk/careers/interviews.php	Open University careers advisory service
www.worksmart.org.uk/career/interviews	WorkSmart – Trade Union Congress (TUC) website giving advice on preparing for an interview

Unit 17: Career Progression

Unit reference number: F/503/2837

Level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

The aim of this unit is for learners to understand the importance of career progression and develop the skills to plan short-term goals for their own career development based on self-assessment of skills, qualities and experience.

Unit introduction

Successful career progression requires planning, forethought and clear understanding of your own skills, experiences and circumstances. This unit aims to help learners develop an understanding of what is required of them in order to progress in a career that interests them. Learners will also become familiar with various types of career progression resources and guidance, and the various work or study options they offer. The unit provides an opportunity to consider the importance and benefits of career progression. Learners will also find out about the practicalities of planning a stage in their career development, such as goals and timelines.

Essential resources

Learners need access to a range of career-related resources such as websites and publications, and tutors and careers advisers.

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 career progression	1.1	Explain the importance of career progression for the individual	☐ *Importance of career progression:* improved quality of life, personal fulfilment, job satisfaction, financial benefits, teaching or training others, inspiring or helping others, ongoing learning and development for self
		1.2	Describe the role of work and study in career progression	☐ *How work and study help career progression:* potential for pay rise or improvement in employment prospects; could lead to new job role; gain promotion; work, e.g. improve skills, learn new skills, gain experience; study, e.g. gain qualifications, extend knowledge
2	Be able to assess skills and qualities for career progression	2.1	Outline personal skills, qualities and experience relevant to career progression	☐ *Skills and qualities:* interests, formal and informal experience, training and qualifications, hobbies, personal strengths, qualities, abilities and talents ☐ *Skills and qualities relevant to career progression:* personal skills and qualities, e.g. self-motivation, flexibility, determination, goal setting; ability or desire to learn new skills and information
		2.2	Identify areas of work or study suited to own personal skills, qualities or experience	☐ *Areas of work or study suited to personal skills, qualities or experience:* linking personal skills, competences, experience, qualities and interests to specific areas of work or study, e.g. experience in caring for young children or a disabled relative could lead to a career in personal or social care, interest in computers might suit enrolment in IT course, confidence in talking to people could fit a role in sales or retail

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to plan short-term goals for career progression	3.1	Identify sources for information and guidance for own career progression	□ *Information and guidance related to career progression:* information/guidance, e.g. college, school or community-based careers services, Jobcentres, Learndirect, libraries, careers and jobs sections in local newspapers, magazines and websites, personal development and career development magazines and websites, work placements, progress files, vocational specialists websites such as Connexions, careers Wales, careers Scotland, careers Ireland, Sector Skills Councils and a range of BBC links to Blast, Go Get it, One Life — Your World: Work and Future □ Plan the next stage in their career progression: setting short-term goals; the role of self in career planning, e.g. mindset, personal behaviours and qualities; ensuring goals are appropriate; the role of others in career progression, e.g. family, friends, tutors, employers; realistic timelines; resources, e.g. financial support, childcare
		3.2	Identify career and course options from sources of information and guidance appropriate to own skills, qualities and experiences	
		3.3	Identify short-term goals that will help progress own career	
		3.4	Identify a timeline for achieving the short-term career progression goals	
		3.5	Identify resources for achieving the short-term career progression goals	

Information for tutors

Delivery

Tutorial sessions could be a useful scenario for delivery of this unit. It could also be integrated into a vocational qualification or delivered in a work-based setting.

It would be helpful to make explicit to learners the skills associated with career progression, employability and the general concept of lifelong learning. Learners should understand that the term 'career progression' encompasses both work and study experience and opportunities. The idea of motivation (especially self-motivation) and its impact on learning and development should be featured in the learning programme. This is especially relevant for learning outcomes 2 and 3. Tutors/line managers might find it helpful to direct learners to case studies, documentaries or articles about how successful people have been motivated to learn, develop and succeed in their particular field of study or occupation. Tips and sources of support for motivation — how to get motivated and stay motivated — could be explored.

Individual learners should be encouraged to present their career progression goals in a format that best suits their individual learning style or styles, as the emphasis is on producing a career progression plan that can be applied to the learner's own circumstances. Examples could include presentations, diagrams or posters.

Delivery of the unit could include both real and imagined scenarios relating to work, study and career development. 'Real' situations might include investigating the opportunities and processes for career progression in a particular workplace. This could form part of an induction programme or personal review process.

Learners may listen to visiting speakers or talk to relevant individuals currently working in a specific career in order to obtain useful information. Tutors/line managers could also arrange access to resources that promote a positive approach to learning and development.

Assessment

To meet 1.1, the learner needs to give two ways in which career progression can benefit individuals.

For 1.2, the learner needs to briefly describe how work and study help career progression. These criteria may be evidenced through group discussions recorded by the tutor or line manager for verification purposes

For 2.1, the learner needs to include information about their personal skills, qualities and experience relevant to career progression. This need to include skills they have developed through their previous work or learning. This may be evidenced by the learner completing a simple self-assessment pro forma. Alternative methods of evidencing can be used, for example posters, charts or presentations.

For 2.2, the learner needs to use the information from 2.1 to consider two areas of work or study that may be suitable for them. This may be evidenced by a one-to-one tutorial or discussion recorded by the tutor/line manager for verification purposes.

For 3.1, the learner needs to be able to identify at least three sources of information about job roles, study opportunities or career paths in a sector relevant to the choices made in 2.2. A range of resources may be provided for the learner, but the learner must be able to identify the sources of information independently.

For 3.2, they need to match the skills and qualifications needed for two possible career or course options to their own skills, qualities and experience.

For 3.3, 3.4 and 3.5, the learner needs to set at least three realistic short-term goals in the form of a basic development plan for the next stage in their career development, including a timeline and resources. The learner will receive guidance about what sort of goals would be appropriate for their circumstances through group discussions, discussions with a tutor or careers counsellor, or access to online and published career guidance resources. The learner must, however, be able to choose and express their career progression goals independently of others. The goals, timelines and resources associated with the plan should be confirmed by the learner's adviser/tutor/supervisor.

Suggested resources

Websites

www.direct.gov.uk/en/EducationAndLearning	Directgov – advice on education and learning including options for 14-19 age group and adult learning
www.monster.co.uk	Website giving advice on searching for jobs – offers facility to create own CV, profile and cover letter, and includes links to job vacancies

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

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.

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 on our website.

The support we offer focuses on a range of issues, such as:

- 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 in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK 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 also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

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.

To get in touch with our dedicated support teams please visit our website.

Your Pearson 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 Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

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**
Respond appropriately to others and make more extended contributions in familiar formal and informal discussions and exchanges	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
English — Reading																	
Read and understand the purpose and content of straightforward texts that explain, inform and recount information	3		3			3		3	3		3	3	3	3			3
English — Writing																	
Write texts with some adaptation to the intended audience	3			3	3					3				3			3

Entry 3	Unit number																
Mathematics — representing	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**
Understand practical problems in familiar contexts and situations											3						
Begin to develop own strategies for solving simple problems											3						
Select mathematics to obtain answers to simple given practical problems that are clear and routine											3						
Mathematics — analysing																	
Apply mathematics to obtain answers to simple given practical problems that are clear and routine											3						
Use simple checking procedure											3						
Mathematics — interpreting																	
Interpret and communicate solutions to practical problems in familiar contexts and situations											3						

Entry 3	Unit number																
ICT — Using ICT	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**
Interact with and use an ICT system to meet given needs																	
Store information																	
Follow safety and security practices																	
ICT — Finding and selecting information																	
Use simple searches to find information		3	3	3	3				3			3	3				
Select relevant information that matches requirements of given task		3	3						3			3	3				
ICT — Developing, presenting and communicating information																	
Enter and develop different types of information to meet given needs																	
Bring together different types of information for a given purpose																	
Use ICT-based communication																	

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**
Take part in formal and informal discussions and exchanges that include unfamiliar subjects	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
English — Reading																	
Read and understand a range of straightforward texts	3		3			3						3	3	3			3
English — Writing																	
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	3				3		3							3			

Level 1	Unit number																
Mathematics — representing	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine											3						
Identify and obtain necessary information to tackle the problem											3						
Select mathematics in an organised way to find solutions											3						
Mathematics — analysing																	
Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes											3						
Use appropriate checking procedures at each stage											3						
Mathematics — interpreting																	
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations.											3						

Level 1	Unit number																
ICT — Using ICT	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**
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 — Finding and selecting information																	
Use search techniques to locate and select relevant information		3	3	3	3				3			3	3				
Select information from a variety of ICT sources for a straightforward task		3	3						3			3	3				
ICT — Developing, presenting and communicating information																	
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																	
Combine information within a publication for a familiar audience and purpose																	
Evaluate own use of ICT tools																	