

The background of the cover is a close-up photograph of an elephant family. A large adult elephant is on the right, looking down towards a smaller elephant on the left. The texture of their wrinkled skin is very detailed. The lighting is soft, highlighting the contours of their faces.

**Pearson**  
**BTEC Level 1**  
**Introductory in**  
**Caring for**  
**Children**

# Specification

Pearson BTEC Level 1 Introductory Certificate in Caring for Children  
Pearson BTEC Level 1 Introductory Diploma in Caring for Children





**Pearson  
BTEC Level 1  
Introductory Certificate  
in Caring for Children  
Under Five**

**Pearson  
BTEC Level 1  
Introductory Diploma  
in Caring for Children  
Under Five**

**Specification**

First teaching September 2016

Issue 1

### **Edexcel, BTEC and LCCI qualifications**

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# Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

## Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In this new BTEC Introductory Suite, the focus is on the development of both transferable and sector skills. The development of these skills is key in helping progression to further study – whether that be to other BTECs, to apprenticeships or to training. As we expect many learners to be studying functional skills or GCSEs alongside their BTEC we also offer support skills in English and maths.

When creating the BTEC Introductory Suite, we worked with colleges to ensure that learners' needs were met. The colleges told us that it is essential that Level 1 learners develop key progression skills in areas such as problem solving, communication and research.

We have addressed this through:

- offering a BTEC Introductory Certificate and a BTEC Introductory Diploma, each has a clear and distinct purpose, so there is something to suit every learner's choice of study programme and progression plan
- new skills-focused content closely aligned with what centres need in supporting their learners to become part of a skilled workforce
- graded assessments in every unit to help learners progress to the next stage of their personal journey, whether to further education or to the world of work.

## A word to learners

Today's BTEC Introductory qualifications will demand a lot of practical work from you. You will complete a range of units, be organised, take assessments that will demonstrate your skills and keep a portfolio of your assignments. You can feel proud in achieving a BTEC because, whatever your plans, success in your BTEC Introductory Certificate or Diploma will help you progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.



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# Overview of the BTEC Introductory qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Level 1 Introductory Certificate or Diploma in Caring for Children Under Five. It includes all the units for these qualifications. This specification also signposts additional handbooks and policies.

These qualifications are part of the new suite of BTEC Introductory qualifications offered by Pearson. This suite has been designed primarily for post-16 learners who wish to achieve at Level 1 qualification in preparation for future study. The qualifications are not designed to lead directly to employment but will maximise opportunities for learners to progress by focusing on the development of transferable and sector-related skills. The qualifications have been designed explicitly to meet the needs of this group of learners in terms of content, assessment and progression. For learners who do not want to specialise in one particular sector, we offer a Vocational Studies qualification in both Certificate and Diploma sizes. The Vocational Studies qualification gives learners the opportunity to study units from across the sectors.

The qualifications have been created in line with the ethos and recommendations of study programmes for 16–19 year olds and recommendations from centres. The qualifications are designed to meet Ofqual requirements.

All qualifications across the suite share common core units as these units contain the generic attributes learners need to be able to progress to further study. The qualification titles are given below with the size of the qualification in guided learning hours (GLH).

These new graded qualifications provide a broad introduction to a sector and give learners the opportunity to demonstrate increased skill levels. Learners will develop the necessary transferable and sector skills to progress more quickly. The qualifications prepare learners for progression to Level 2 BTECs or other study programmes. They provide for progression by either meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them; typically alongside maths and English studies.

In the early years sector the qualifications are:

Pearson BTEC Level 1 Introductory Certificate in Caring for Children Under Five (180 GLH)  
(Qualification Number 601/8536/3)

Pearson BTEC Level 1 Introductory Diploma in Caring for Children Under Five (360 GLH)  
(Qualification Number 601/8535/1)

The information in this specification is correct at the time of publication.

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 1 Introductory Certificate in Caring for Children Under Five</b>	180 GLH Five units must be achieved, of which two must be taken from the Core Skills (Group A), and three from Sector Skills (Group B).	Designed for learners who may be ready to progress quickly to further study, the Certificate offers a basic introduction to the early years sector. It could form part of a study programme that includes other appropriate subjects such as English and maths.
<b>Pearson BTEC Level 1 Introductory Diploma in Caring for Children Under Five</b>	360 GLH Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B).	Designed to be taken over one year, giving learners the opportunity to develop a range of skills in the early years sector and supporting progression on to further study. It could be a substantial vocational qualification in a study programme that includes other appropriate subjects such as English and maths.

### Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours of study that it is expected learners will be required to undertake in order to complete the qualification: this is the Total Qualification Time (TQT). This is calculated for the average learner. Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification to provide.

Guided learning means activities, such as lessons, tutorials, supervised study and supervised assessments, that directly involve tutors and assessors in teaching, supervising and invigilating learners. TQT includes other required learning such as private study, preparation for assessment and undertaking assessment when not directly under supervision.

The Pearson BTEC Level 1 Introductory Certificate in Caring for Children Under Five is a qualification having:

- Total Qualification Time: 190 hours
- Guided Learning: 180 hours.

The Pearson BTEC Level 1 Introductory Diploma in Caring for Children Under Five is a qualification having:

- Total Qualification Time: 385 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but may use their professional judgement to determine the provision of guided learning and study time across the units.

## Qualification and unit content

Pearson has developed the content of the new BTEC Introductory qualifications through consultation with further education representatives and other centres that deliver qualifications at this level. This has helped us to design qualifications with a focus on skills development rather than knowledge, therefore avoiding duplication of learning at a higher level and focusing on the broader skills that learners need for progression.

The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

As a Level 1 qualification the pass standard requires learners to complete routine, simple and directed tasks by applying their knowledge and skills. It is expected that learners complete tasks fully under supervision, direction or with guidance. At merit and distinction levels, learners may be expected to complete tasks in greater detail or with greater confidence or independence.

### Transferable Skills coverage

The development of transferable and sector skills is the main focus. We intend for every learner to have the opportunity to develop key transferable skills through both core and sector units. This will help learners to appreciate how the transferable skills they develop in their core units can be contextualised in the sector they are studying. On completion of their course, learners will have developed a set of transferable and sector skills that will benefit them whatever their chosen progression route. The transferable skills covered in the units are summarised in the grid below.

<b>Communication</b> <ul style="list-style-type: none"><li>• Writing, speaking and listening to others</li><li>• Using body language to help communication</li><li>• Using communication for different purposes</li><li>• Communicating in a variety of ways, including electronic and social media</li></ul>
<b>Working with others</b> <ul style="list-style-type: none"><li>• Setting common goals</li><li>• Showing respect for others in the team and valuing their contributions</li><li>• Listening to others in the team, being open minded</li><li>• Taking on roles and responsibilities</li></ul>
<b>Problem solving</b> <ul style="list-style-type: none"><li>• Identifying issues by being able to examine information</li><li>• Dealing with change</li><li>• Decision making to find solutions</li><li>• Staying with a problem until it is resolved</li><li>• Using IT to help solve problems</li></ul>
<b>Managing information</b> <ul style="list-style-type: none"><li>• Collecting and using information from different sources</li><li>• Determining relevance and accuracy of information</li><li>• Organising information</li><li>• Representing information in different ways</li><li>• Using IT to present and store information</li></ul>
<b>Self-management and development</b> <ul style="list-style-type: none"><li>• Setting goals and planning ahead</li><li>• Being proactive and flexible</li><li>• Being resilient and able to work under pressure</li><li>• Monitoring performance and devising strategies for improvement</li><li>• Using IT for time management</li></ul>

## **Sector skills coverage**

The sector units introduce learners to some broad sector skills and to some underpinning knowledge of a vocational sector. This will help learners to prepare for progression and ensures that the approach to delivery is practical, active, contextualised and skills based.

## **Functional skills**

The units in this specification signpost opportunities for learners to develop functional skills in English and mathematics.

## **Assessment**

Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. There is a range of assessment styles suited to skills- and sector-based qualifications at this level. All units are graded to encourage skills development and performance.

These qualifications consist of two types of unit. Group A units are the core skills units, they cover content designed to reflect the skills and behaviours needed to progress to further study. Group B units are made up of sector units containing sector-specific content to enable learners to develop sector-specific skills and some knowledge to support progression to the next stage of vocational learning.

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use the learner's evidence from the unit to achieve another unit.

## Internally-assessed units

All units in these qualifications are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment for each unit – you can use the examples and support that we give in the units. If you are not an approved centre already, before you assess you will need to become one in order to register learners. You will need to prepare to assess using the guidance in *Section 7*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- carry out practical tasks
- present information that they have gathered
- keep working logbooks, records and reflective journals
- practise English and mathematical skills
- take part in oral or written presentations
- take part in role play, interviews and other activities.

You will make grading decisions based on the requirements and supporting essential guidance given in the units. See *Section 5* for rules on resubmission and retakes.

## Language of assessment

Assessment of the internal units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6*.

## Grading for units and qualifications

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. Grading has been introduced at this level as a result of feedback from users and practitioners of BTEC qualifications.

All units contribute proportionately, based on the Guided Learning (GLH) to the overall qualification grade.

Qualifications in the suite are graded using a scale of P to D, **or** PP to DD. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualifications.

# 1 Qualification purpose and objective

## Pearson BTEC Level 1 Introductory Certificate and Diploma in Caring for Children Under Five

In this section you will find information on the purpose of the qualifications and how their design meets that purpose. On our website we publish a Statement of Purpose for each qualification. These Statements are designed to guide you and potential learners to make the most appropriate choice about which qualification is most suitable at recruitment.

### What is the purpose of these qualifications?

The Pearson BTEC Level 1 Introductory Certificate and Diploma in Caring for Children Under Five are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.

The Certificate offers a basic introduction to the early years sector and could be studied alongside other subjects within a study programme.

The Diploma gives learners the opportunity to develop a broader range of skills in the early years sector.

It is not intended that learners should be assessed in an early years setting, or that children need to be present for assessments.

### Who are these qualifications for?

The Pearson BTEC Level 1 Introductory Certificate and Diploma in Caring for Children Under Five are primarily for post-16 learners who want to continue their education and develop their skills for progression to further learning and, ultimately, to employment.

The Certificate is designed for learners who may be ready to progress quickly to further study.

The Diploma is designed to be taken over one year, as a substantial vocational qualification within a study programme.

### What do these qualifications cover?

The content of these qualifications has been developed in consultation with further education colleges and other providers to ensure that the qualifications support progression to further learning and training. All learners taking these qualifications will study core units that focus on key transferable skills such as research and planning, time management and working with others. Learners will also take a number of sector units. The content of the sector units offer a broad introduction to the skills and knowledge within that sector allowing the delivery to be practical and active in order to engage the learners. For Caring for Children Under Five, the units cover activities such as planning a safe childcare environment, or providing different children's activities such as creative activities, physical activities or activities to support children's numeracy.

### What could these qualifications lead to?

These qualifications prepare learners for further learning at a higher level in the early years sector. The development of transferable skills means that learners can also choose a study programme from alternative sectors. For example, these qualifications in Caring for Children Under Five could lead to Pearson BTEC Level 2 qualifications in this sector, or to the Pearson BTEC Level 2 Apprenticeship in Children's Care, Learning and Development or to Level 2 qualifications in other sectors.



## **How do these qualifications enable learners to progress?**

The mode of delivery and assessment in the units is designed to build awareness of a sector and the skills required to work in it. Learners will be given contexts and scenarios to help them develop skills and to acquire knowledge through application. Learners will not develop all the knowledge and skills needed to enter the labour market in a given sector but will develop pre-employability skills and contextualised knowledge to allow them to progress to further learning and training and, ultimately, to become successful in their chosen sector.

The Certificate and Diploma both contain a mandatory unit *A2: Developing a Personal Progression Plan*, that enables learners to consider their next steps in learning.

## **How do the Certificate and Diploma sizes differ in purpose?**

The Certificate is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Diploma is twice the size of the Certificate and will form a substantial element of a learner's study programme. By providing a broader sector experience the Diploma will suit learners who have a clear indication of the sector they wish to study further. The Diploma encourages learners to take on some individual research, enabling them to be further prepared for higher-level learning.

## 2 Structure

### Pearson BTEC Level 1 Introductory Certificate in Caring for Children Under Five

Learners must complete both core units and three sector units.

Pearson BTEC Level 1 Introductory Certificate in Caring for Children Under Five			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete both units</b>		
<b>A1</b>	Being Organised	<b>30</b>	<b>Core</b>
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete three units</b>		
<b>CfC5</b>	Providing an Activity to Support Children's Emotional and Social Needs	<b>40</b>	<b>Sector</b>
<b>CfC6</b>	Planning a Safe Childcare Environment	<b>40</b>	<b>Sector</b>
<b>CfC7</b>	Providing an Activity to Encourage Children to Eat Healthily	<b>40</b>	<b>Sector</b>
<b>CfC8</b>	Providing a Pre-school Children's Reading Activity	<b>40</b>	<b>Sector</b>
<b>CfC9</b>	Providing an Activity to Support Children's Numeracy	<b>40</b>	<b>Sector</b>
<b>CfC10</b>	Providing a Children's Creative Activity	<b>40</b>	<b>Sector</b>
<b>CfC11</b>	Providing a Children's Physical Activity	<b>40</b>	<b>Sector</b>
<b>CfC12</b>	Supporting Children's Learning Through Everyday Experiences	<b>40</b>	<b>Sector</b>

## Pearson BTEC Level 1 Introductory Diploma in Caring for Children Under Five

Learners must complete all core units and six sector units.

Pearson BTEC Level 1 Introductory Diploma in Caring for Children Under Five			
Unit reference	Unit title	GLH	Type
<b>Core</b>	<b>Group A units – learners must complete all units</b>		
<b>A1</b>	Being Organised	<b>30</b>	<b>Core</b>
<b>A2</b>	Developing a Personal Progression Plan	<b>30</b>	<b>Core</b>
<b>A3</b>	Working with Others	<b>30</b>	<b>Core</b>
<b>A4</b>	Researching a Topic	<b>30</b>	<b>Core</b>
<b>Sector</b>	<b>Group B units – learners must complete six units</b>		
<b>CfC5</b>	Providing an Activity to Support Children's Emotional and Social Needs	<b>40</b>	<b>Sector</b>
<b>CfC6</b>	Planning a Safe Childcare Environment	<b>40</b>	<b>Sector</b>
<b>CfC7</b>	Providing an Activity to Encourage Children to Eat Healthily	<b>40</b>	<b>Sector</b>
<b>CfC8</b>	Providing a Pre-school Children's Reading Activity	<b>40</b>	<b>Sector</b>
<b>CfC9</b>	Providing an Activity to Support Children's Numeracy	<b>40</b>	<b>Sector</b>
<b>CfC10</b>	Providing a Children's Creative Activity	<b>40</b>	<b>Sector</b>
<b>CfC11</b>	Providing a Children's Physical Activity	<b>40</b>	<b>Sector</b>
<b>CfC12</b>	Supporting Children's Learning Through Everyday Experiences	<b>40</b>	<b>Sector</b>

# 3 Units

## Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

### Internal units

Section	Explanation
<b>Unit number</b>	The numbering of the core units is sequential from A1–A4. The numbering of the sector units is preceded by an abbreviation of the sector plus the number of the unit, e.g. HSC1, HSC2 2.
<b>Unit title</b>	This is the formal title used and it appears on certificates.
<b>Level</b>	All units are at Level 1 as outlined in the Ofqual level descriptors.
<b>Unit type</b>	This shows whether a unit is a core or sector unit. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a value of 30 or 40 Guided Learning Hours (GLH). This indicates the number of hours of teaching, directed activity and assessment expected.
<b>Unit in brief</b>	A brief formal statement of the content and the skills learners will develop through the unit. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to further education.
<b>Unit summary</b>	This section helps tutors to see at a glance the main content and skills in the unit presented against the learning aims. The suggested assessment evidence is suitable to fulfil the requirements of the unit.
<b>Functional skills</b>	This table summarises opportunities for functional skills development in the unit.
<b>Unit content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when an 'e.g.' is given. Learners should be asked to complete summative assessment only after the teaching content for the unit has been covered.
<b>Learning aims</b>	Learning aims help to define the scope and style of learning of the unit. They define the context within which the learner develops their skills and how they will demonstrate those skills.
<b>Assessment criteria</b>	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades. A glossary of the terms used in the assessment criteria is given in <i>Appendix 1</i> . All assessors need to understand our expectations of the terms used.

Section	Explanation
<b>Essential information for assessment decisions</b>	This section gives holistic guidance on the learning aims and associated assessment criteria. It explains what the learner must provide as evidence to reach the Pass, Merit and Distinction standard. This section also gives examples and clarification.
<b>Essential resources</b>	This section lists specific resources that are essential for teaching and assessing the unit. For information on support resources see <i>Section 10</i> .
<b>Delivery guidance</b>	This section gives suggestions of ways of delivering the unit. It offers ideas of practical activities in sector contexts that can be used to help develop relevant skills and to encourage learner progress.
<b>Suggested assessment activity</b>	This section suggests scenarios and tasks that can be used in summative assessment activities.





## Index of units

This section contains all the units developed for these qualifications. Please refer to *pages 8–9* to check which units are available for the caring for children under five qualifications.

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Unit CfC12:	Supporting Children’s Learning Through Everyday Experiences	105



# Unit A1: Being Organised

Level: 1

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop key techniques to help organise their work and priorities and manage their time effectively.

## Unit introduction

How often do you run out of time to do tasks? Do you ever miss the bus or turn up late for college? Being organised and being able to manage your time is essential for success in your education.

From creating to-do lists and filing systems to setting up your phone for alerts and alarms, this unit will introduce you to ways that will help you to plan and use your time effectively, as well as organising yourself and your work. After learning and practising these techniques, you will have the opportunity to put them into practice over a period of time, reviewing how successful they were and whether they improved your organisational skills.

The skills you learn in this unit are key for progression to the next stage in your education. They are also crucial for work and life.

## Learning aims

In this unit you will:

- A** Explore techniques to improve own organisational skills
- B** Review the use of techniques to improve own organisational skills.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Explore techniques to improve own organisational skills	<ul style="list-style-type: none"> <li>Techniques to improve organisation</li> </ul>	<ul style="list-style-type: none"> <li>A planner for a two-week period.</li> <li>Supporting documentation that demonstrates the techniques used.</li> </ul>
<b>B</b> Review the use of techniques to improve own organisational skills		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>This unit can be delivered in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>Organisational skills</li> <li>Time management</li> <li>Use of ICT management tools</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Managing information</li> </ul>

There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Write clearly and coherently, including an appropriate level of detail.</li> <li>Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Solve problems requiring calculations with common measures, including time and money.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Techniques to improve organisation

Learners will practise skills and techniques to improve their organisation over a period of time before final assessment.

- Time-management techniques:
  - produce daily or weekly to-do lists or action plans to meet deadlines
  - prioritise tasks
  - create a checklist of tasks that need to be completed, reviewing it regularly
  - consider how long each task might take
  - use free calendar software to keep timings of lessons and work
  - allow a little extra time in case longer is spent on one task than expected
  - foresee problems and plan ways to overcome them
  - review priorities.
- Organisational techniques:
  - ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets
  - use organisational stationery such as folders, dividers, highlighters
  - set up and manage a filing system of work and emails to allow for quick and easy access
  - use alerts on phones and other digital devices
  - use project plans and spreadsheets for organisation and budgeting
- Planners to organise time:
  - different types of planner such as wall planners, calendars, electronic and/or online planners
  - using them daily, weekly or monthly
  - keeping them updated and reviewing the priorities.
- Review own time-management and organisational skills through identifying:
  - strengths and weaknesses of techniques used
  - why some techniques worked better than others
  - ways to improve own time management and organisation.

#### Transferable skills

- Planning: using time-management techniques.
- Managing information: prioritising information received and using ICT to organise and manage time.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore techniques to improve own organisational skills</b>		
<b>A.P1</b> Use limited techniques to improve own organisational skills.	<b>A.M1</b> Use appropriate techniques to improve own organisational skills.	<b>A.D1</b> Use appropriate and effective techniques to improve own organisational skills.
<b>Learning aim B: Review the use of techniques to improve own organisational skills</b>		
<b>B.P2</b> Identify the techniques used to improve own organisational skills, giving outline examples.	<b>B.M2</b> Review the techniques used, giving some examples of how they improved own organisational skills.	<b>B.D2</b> Review the techniques used, giving detailed examples of how they improved own organisational skills.



## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework
- will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.

**For merit standard**, learners:

- demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time
- will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.

**For pass standard**, learners:

- demonstrate that they have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and perhaps some folder management
- will list the techniques they used and will provide some outline examples of how they may use them again.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Prioritising tasks

Learners begin this workshop in small groups to complete a task. Tutors can give different scenarios for each group to work with. Ideally, the tasks should be familiar topics to learners such as planning a shopping trip at the weekend. Learners will need to consider where they are going, how they will get there, what it will cost and how much time they have. Using the information, learners can then make a list of the tasks in order of priority and timing.

**Suggested time:** about 2 hours.

### Planning your time

Tutors explain the importance of planning time to meet deadlines. Learners fill in a blank timetable page, identifying when their lessons are and when they have deadlines for work to be completed.

**Suggested time:** about 1 hour.

### Use of own devices to help organisation

Tutors ask learners to investigate what they have on their phones or other devices that could help to organise their time. This could include phone alerts, free software or a calendar.

**Suggested time:** about 1 hour.

### Filing and folders

Tutors talk through the importance of naming and labelling folders (electronic and hard copies) for ease of reference and access. This could be through colour coding, using stickers or labels.

Learners work through their folders, using some of the filing and labelling techniques they have learned.

**Suggested time:** about 2 hours.

### Using a planner to organise own time

Tutors talk through the various types of planner that could be used to organise own time such as wall planners, calendars, electronic and/or online planners. They also talk through how they can be used daily, weekly or monthly to prioritise key tasks and plan ahead.

In pairs, learners fill in a weekly planner for their partner, talking through what the key priorities are for the week for each of them and identifying ways to manage their time.

Each person presents the planner for their partner.

**Suggested time:** about 2 hours.

### Meeting deadlines in your sector

Learners plan their time around the date for completing a particular activity or task on their course.

They make a list of key tasks and show how long each one could take. They then start at the hand-in date and work back to the beginning of the project.

Learners then use the plan and monitor its effectiveness as they progress through it. Learners should also build in contingencies and consider what obstacles there may be to prevent them achieving the end goal on time.

**Suggested time:** about 3 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You have been asked to produce a planner for a set period of time during your course. The time period should be between two and four weeks. Your planner should identify days and times in the week that are blocked out for lessons, work, and sport and leisure activities. You should then demonstrate how you are going to organise yourself and the available time to complete all the tasks you need to in a given timeframe to ensure that you meet all the deadlines.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

Complete a study plan for a particular assignment or activity in your sector units.



# Unit A2: Developing a Personal Progression Plan

Level: 1

Unit type: Core

Guided learning hours: 30

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## Unit in brief

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.

## Unit introduction

What would you like to do when you finish this course? Perhaps you would like to spend more time learning about the subject you are studying at the moment? Or you may want to do something completely different. Before you decide what your next step is, you need to know what you are good at, what your interests are and what your end goal is.

This unit will help you find out what opportunities are available to you and how to get to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals and plan ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.

The skills you develop in this unit will be good preparation when applying for another course or training programme.

## Learning aims

In this unit you will:

- A** Explore the skills and behaviours needed to meet personal progression goal
- B** Produce a progression plan to meet intended progression goal.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Explore the skills and behaviours needed to meet personal progression goal</p>	<ul style="list-style-type: none"> <li>• Benefits and purpose of developing a progression plan</li> <li>• Finding out about progression opportunities</li> <li>• Setting a progression goal</li> <li>• Identifying the skills and behaviours needed to meet progression goal</li> <li>• Reviewing own skills and behaviours against progression goal</li> <li>• Creating a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of skills and behaviours.</li> <li>• Personal progression plan.</li> </ul>
<p><b>B</b> Produce a progression plan to meet intended progression goal</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Learners can reflect on the sector skills they have developed when considering their progression goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of information about progression opportunities and requirements</li> <li>• Producing a progression plan</li> </ul>	<ul style="list-style-type: none"> <li>• Written communication</li> <li>• Managing information</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>• Prepare for and contribute to the formal discussion of ideas and opinions.</li> </ul>

## Unit content

### Knowledge and skills

#### Benefits and purpose of developing a progression plan

- Gives direction and focus to short-term and long-term goals.
- Sets out the key steps to achieve progression goal.
- Allows for discussion with others, e.g. tutors, parents, peers.
- Gives time for reflection on what is achievable and realistic.

#### Finding out about progression opportunities

- Progression opportunities such as to further learning, work or apprenticeships.
- Local sources of information about potential progression routes such as colleges, careers fairs.
- Sources of advice and guidance for progression.
- Tutor advice.
- Careers advice.
- Entry requirements such as baseline entry qualifications, an entry interview, portfolio.

#### Setting a progression goal

- Matching own skills and behaviours with progression goals.
- Deciding on the next step, e.g. using SMART (specific, measurable, achievable, realistic, time-bound) targets.
- Using research findings to identify the requirements to meet goals.
- Setting a progression goal to work towards.

#### Identifying the skills and behaviours needed to meet progression goal

- Skills needed to meet progression goal:
  - transferable skills, e.g. communication, working with others, problem solving
  - employability skills, e.g. IT skills, being able to drive.
- Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy.
- Qualifications needed for progression, e.g. level of English and maths.

#### Reviewing own skills and behaviours against progression goal

- Carrying out a self-audit of skills and behaviours using past experience of education and learning.
- Gathering feedback from others about own strengths and areas for improvement.
- Attitudes and behaviours needed for progression.

#### Creating a progression plan

To include:

- short-term and long-term progression goals
- identification of key activities needed to move towards the progression goal
- key actions to improve skills and behaviours
- key milestones to achieve goal, e.g. interview dates, application deadlines
- realistic timelines to meet goal.

#### Transferable skills

- Written communication: filling out application forms, progression plan.
- Managing information: from the sources used to find out about possible progression routes.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the skills and behaviours needed to meet personal progression goal</b>		
<b>A.P1</b> Identify an intended progression goal.	<b>A.M1</b> Identify a clear progression goal with some details of the skills and behaviours needed to achieve it.	<b>A.D1</b> Identify a realistic progression goal with details of the skills and behaviours needed to achieve it.
<b>A.P2</b> Outline the skills and behaviours needed to meet personal progression goal.	<b>A.M2</b> Identify how own skills and behaviours meet personal progression goal.	<b>A.D2</b> Describe how own skills and behaviours meet personal progression goal.
<b>Learning aim B: Produce a progression plan to meet intended progression goal</b>		
<b>B.P3</b> Produce an outline progression plan to meet intended progression goal.	<b>B.M3</b> Produce a clear progression plan, identifying some steps towards meeting intended progression goal.	<b>B.D3</b> Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal.



## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- set a progression goal that demonstrates evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it
- carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and behaviours match those needed to meet the progression goal
- produce a focused progression plan that gives details on the required skills, behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal.

**For merit standard**, learners:

- set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it
- carry out a review of own skills and behaviours, using some feedback from others and give some detail on how own skills and behaviours match those needed for the progression goal
- produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it.

**For pass standard**, learners:

- set a broad progression goal that shows limited evidence of finding out information from sources
- list the skills and behaviours needed to meet the goal
- produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### What are my progression opportunities?

In groups, learners discuss the progression opportunities that may be available to them. This can be supported by handouts about the local colleges, links to apprenticeship websites and local jobsites.

As a whole group, the progression opportunities can be listed on the board and the group can discuss what their initial ideas/plans are for the next stage.

**Suggested time:** about 1 hour.

### Skills audit

Learners identify their own skills using a number of different techniques. They could list their own ideas first and then use commercially designed paper-based or online questionnaires. Ideally, learners should have the chance to do both. They can then compare results.

Learners list their skills in order of confidence. If the group know each other well, they could share their list with others to find out their opinion.

**Suggested time:** about 3 hours.

### Appropriate behaviours for progression

Learners could begin the session by watching a video clip of people demonstrating different attitudes and behaviours. The group can then identify different attitudes and behaviours and talk about how they can affect other people's attitudes towards them.

Learners could role-play different scenarios that highlight the influence attitudes and behaviours can have on others, e.g. employers.

**Suggested time:** about 3 hours.

### Local sources of information to identify progression opportunities

In small groups, learners carry out local research to find out where and how they can find out about progression opportunities. They could research online local newspapers and magazines, visit the library or careers service, websites, advice and guidance etc. Learners can collate their information to share with others in the class.

**Suggested time:** about 3 hours.

### Opportunities to develop the skills and behaviours needed to progress

Tutors could invite speakers to talk about the value of volunteering and the skills that learners can develop, e.g. working in a charity shop, running a 5k and getting sponsors, being a youth leader, taking part in the Duke of Edinburgh's Award (DofE) scheme or sport's coach.

**Suggested time:** about 3 hours.

### Setting goals

Learners will find out how to set simple goals that are achievable. Tutors could begin by helping learners set day-to-day goals, e.g. what they are planning to do that evening. Initially learners only need to set clear, achievable goals, however it will be valuable to consider measures and timescales.

Tutors can provide a list of potential goals and learners have to decide if they are clear and achievable.

**Suggested time:** about 3 hours.

**Matching skills and behaviours to progression opportunities**

Tutors give a range of course details, job advertisements and job descriptions for learners to review. Learners can then match their skills to the relevant course or job. They could initially work in small groups to identify the information they need from the text. Following the matching exercise, they can then decide if it would be realistic to apply for the course or job, if they would need to develop other skills before they could apply or if the course or job is not appropriate.

**Suggested time:** about 3 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You have been asked to attend a progression interview with your tutor to discuss the next step in your learning. In preparation for this, you need to research the possible progression opportunities available to you. You should decide on one opportunity to focus on and produce an outline of the skills and behaviours needed for that particular progression goal and then match your own skills and behaviours to the goal. You should then produce a detailed progression plan, identifying the key areas you need to develop in order to meet your progression goal. Both of these documents will form a basis for the discussion with your tutor.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to produce a new audit and progression plan for a different progression opportunity.

# Unit A3: Working with Others

Level: **1**

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop skills in communication, teamwork and problem solving that will enable them to work effectively with other people on a given activity.

## Unit introduction

A key part of being successful in work and study is the ability to work with other people. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals.

In this unit, you will develop these skills and demonstrate how you use them. You will work with others to complete a given activity, agree roles and responsibilities, share ideas and support each other. Problems may come up as you work on the activity and you will need to find solutions to them. It can be difficult working with others and this unit gives you the opportunity to develop the skills and behaviours you need to be successful.

The skills you learn in this unit can be applied throughout your sector units and in broader contexts.

## Learning aims

In this unit you will:

- A** Demonstrate the ability to work with others on a given activity
- B** Review own and others' performance on a given activity.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<p><b>A</b> Demonstrate the ability to work with others on a given activity</p>	<ul style="list-style-type: none"> <li>• Communicating with others</li> <li>• Working with others to achieve common goals</li> <li>• Carrying out an outline review of own and others' performance</li> </ul>	<ul style="list-style-type: none"> <li>• A log/blog that provides evidence of:               <ul style="list-style-type: none"> <li>◦ role in a set activity where they have worked with others</li> <li>◦ review of the activity.</li> </ul> </li> <li>• Witness statement from tutor.</li> </ul>
<p><b>B</b> Review own and others' performance on a given activity</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• This unit can be delivered in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>• Ways to communicate effectively through listening and talking</li> <li>• Building effective teams</li> <li>• Ways to assess own performance</li> <li>• How to plan to improve own performance</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal communication</li> <li>• Teamwork</li> <li>• Problem solving</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• Make relevant and extended contributions to discussions, allowing for and responding to others' input.</li> <li>• Make different kinds of contributions to discussions.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Communicating with others

- Taking part in discussions to decide ways to complete activity.
- Consideration of own verbal communication when working with others.
- Listening and responding appropriately to others.
- Contributing ideas and points of view.
- Accepting and giving positive and negative feedback.

#### Working with others to achieve common goals

- Identifying individual roles and responsibilities.
- Ensuring clear communication throughout the activity.
- Knowing appropriate behaviours for different situations.
- Working through problems and agreeing solutions together.
- Importance of respecting others who are working with you.
- Reviewing team and personal performance.
- Solving issues in teams.

#### Carrying out an outline review of own and others' performance

- Identifying own strengths in activity.
- Receiving feedback about own performance.
- Giving feedback to others on their performance.
- Outlining ways to improve own performance when working with others.

#### Transferable skills

- Verbal communication: working with others.
- Teamwork: working with others to complete an activity or achieve a goal.
- Problem solving: working together to overcome problems.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Demonstrate the ability to work with others on a given activity</b>		
<b>A.P1</b> Demonstrate limited communication skills when working with others to complete a given activity.	<b>A.M1</b> Demonstrate appropriate communication skills when working with others to complete a given activity.	<b>A.D1</b> Demonstrate effective communication skills when working with others to complete a given activity.
<b>A.P2</b> Undertake an activity with others, taking some responsibility for own role within it.	<b>A.M2</b> Undertake an activity with others, taking responsibility for own role within it.	<b>A.D2</b> Undertake an activity with others, taking full responsibility for own role and making effective contributions.
<b>Learning aim B: Review own and others' performance on a given activity</b>		
<b>B.P3</b> Produce an outline review of own performance during an activity.	<b>B.M3</b> Review own performance during an activity, identifying own strengths and weaknesses, with reference to feedback.	<b>B.D3</b> Review own performance during an activity, making suggestions for the future, with detailed reference to feedback.
<b>B.P4</b> Deliver positive feedback to others that is relevant to the activity.	<b>B.M4</b> Deliver positive and negative feedback to others, using examples from the activity.	<b>B.D4</b> Deliver constructive feedback to others, using relevant examples from the activity.



## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- work with others successfully, taking ownership of their role in the activity and completing all their own activities while supporting others to achieve the team goal. Their communication skills will be clear and they will be understood by other members of their group to drive the activity forward. They will listen and respond to others, showing respect for their views
- complete a detailed review of their own performance during the activity. This could be written or a verbal recording that gives a detailed overview of the activities they completed. They will describe how they would work with others in the future, using supported examples from feedback they received from others. They will also demonstrate the ability to give positive and negative feedback to their peers in a clear and helpful way, using full examples from the activity.

**For merit standard**, learners:

- generally work well with others, taking responsibility for their own role in the activity and communicating with others when required, using appropriate language and demonstrating some ability to listen to the views of others
- complete a review of their own performance during the activity. This could be written or a verbal recording which identifies some of their strength and weaknesses, making some reference to the feedback they received from others. They will also demonstrate the ability to give some positive and negative feedback to their peers, using simple examples from the activity.

**For pass standard**, learners:

- show some ability to work with others, taking some responsibility for their own role in a activity, but not necessarily seeing the activities through to the end. Their communication with others may be minimal and only when necessary
- complete an outline of the role they carried out during the activity. This could be written or a verbal review with minimal attempt to review their own performance. They will attempt to give positive feedback to their peers, although this may be very basic and not linked to concrete examples from the activity.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### What makes a good team?

Tutors ask for examples from the group of any good and effective teams they can think of. For example, it could be the local netball team, a dance group or a professional football club.

Smaller groups then choose one example from the list and identify two traits that make the team work well together. Examples could be:

- communication
- working together to solve problems
- understanding each other's roles and responsibilities.

Each group has to decide on the two traits they want to feed back to the group. Tutors list them all and then highlight the most prominent. Tutors ask how easy it was to decide as a group on the two traits they had to feed back on.

The group then discuss their experiences of working with others in the past, reflecting on their behaviours and making suggestions on how their team could have worked better.

**Suggested time:** about 1 hour.

### What makes a bad team?

Tutors ask the group for examples of where they have seen or experienced bad teamwork, or of people not working well together. The group discuss the reasons why the team didn't work well together.

Tutors then show examples of bad teamwork, from TV shows like *The Apprentice* or *Big Brother*.

While the clips are being shown, the group write down everything they think has made the team not work properly. They then share their ideas with the whole group.

The whole group then reflects on the benefits of working well with other people and how they have to sometimes modify their behaviour to work effectively with other people.

**Suggested time:** about 1 hour.

### Working in pairs

Tutors hand out photographs of celebrities, well-known people and sports men and women to each person in the group. They are not allowed to tell anyone who their picture is of.

Tutors then put the group in pairs, outside of friendship groups if possible. Then taking turns, one person asks questions about their partner's picture and their partner can only answer 'yes' or 'no'. They are given a time limit to find out the identity of their partner's celebrity.

Once the activity has finished, the tutor asks the group to reflect on how easy it was to communicate with someone when you only get yes or no answers. The group then reflects on how you have to phrase your questions to get the most information and also how to do this quickly under a time limit.

The activity could be repeated in different pairs.

**Suggested time:** about 1 hour.

**Working with a group on an activity**

The workshop can focus on building effective teams. There are a range of appropriate activities that learners can participate in.

For example, learners:

- work in small groups to build a tower that can support a marble. They are given drinking straws, sticky tape and a marble. The team that creates the highest tower wins
- work together to create a structure from balloons that will take the weight of one person in the group.

This type of workshop is ideal for discussing roles and responsibilities, participation, communication skills and problem solving.

Tutors could use a team-building activity at the beginning of each workshop instead of having a whole session focusing on this skill.

**Suggested time:** about 2 hours.

**Communicating in teams**

Working in groups, learners follow instructions to create an end product.

Learners will need to:

- check they understand what they need to do
- decide who is doing which task
- check progress and follow advice
- ask for help, if necessary
- respect each other's ideas and opinions
- solve problems.

At the end of this session, the group can discuss how effectively they communicated with each other, how well they worked together as a team, any issues they had and how they solved problems.

**Suggested time:** about 5 hours.

**Relaying instructions to others**

Learners can take part in a number of activities to develop effective communication skills. For example working in pairs, learners prepare instructions for a simple task such as tying shoe laces. They then share this with another group of learners who then follow the instructions. If the instructions are clear, learners should be able to tie their shoes successfully.

**Suggested time:** about 1 hour.

**Debating a topic with others**

Tutors give learners a number of topics to discuss in small groups with some key questions.

The group has to firstly decide on the topic they want to discuss and decide on an 'observer' to observe and take notes on the groups' interactions. The group will then be given five minutes to discuss the topic and come to some agreement on the answers to the questions.

The group will decide on one person to feed back on the answers to the questions. The observer will then feed back on how the group interacted with each other and came to decisions.

The activity can be repeated with different people taking the 'observer' role.

The whole group then discuss what they have learned in this session about the views of others and the different roles that are taken in a group.

**Suggested time:** about 2 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You will work together (in pairs or larger groups) to put on a small fundraising activity at college for a charity day.

In your group you need to discuss and agree:

- the type of activity you will put on
- who you need permission from
- the date the activity will be on
- the resources needed to put on the activity.

You will agree the roles for each member of the group, ensuring that each of you has an equal amount of responsibility. You need to set up a log/blog explaining your role in the group and your key responsibilities. You need to keep this updated throughout the process.

Once the activity is completed your group will carry out a peer assessment of the activity, discussing how successful you were in working together to put on the activity, writing up the discussions in your log/blog and making suggestions for how you can improve your skills and behaviours.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will work with a different group of people to produce a stand for the college open day.

# Unit A4: Researching a Topic

Level: 1

Unit type: **Core**

Guided learning hours: **30**

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## Unit in brief

Learners will develop the skills needed to carry out some outline research into an agreed topic. They will keep a record of their investigation and then present a summary of their findings.

## Unit introduction

In this unit, you will have the opportunity to research a topic that interests you. It could be linked to something you have enjoyed in your sector, something that is happening in your local community or perhaps linked to what you would like to do in the future.

Before starting on your research you will need to decide on the focus for your topic. You will set up a research log to record the research tasks you carry out and the sources that you use.

When you have completed your research, you will summarise and present your findings.

You will use many of the skills you have developed already, such as planning, time management, research and presenting, as well as any sector skills and knowledge that you have learned.

All these skills are important for progressing to further qualifications.

## Learning aims

In this unit you will:

**A** Carry out research into an agreed topic

**B** Present a summary of research findings into an agreed topic.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Carry out research into an agreed topic	<ul style="list-style-type: none"> <li>• Selecting a suitable topic</li> <li>• Collecting information on topic</li> <li>• Keeping a research log</li> <li>• Presenting findings of research</li> </ul>	<ul style="list-style-type: none"> <li>• Research log.</li> <li>• A summary of research findings.</li> </ul>
<b>B</b> Present a summary of research findings into an agreed topic		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• The research topic can be in a sector context.</li> </ul>	<ul style="list-style-type: none"> <li>• Ways to plan successfully</li> <li>• Identifying sources of information</li> <li>• How to research</li> <li>• Presentation methods</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Finding out</li> <li>• Managing information</li> <li>• Communication</li> </ul>

There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate language.</li> <li>• Present information in a logical sequence.</li> <li>• Use correct grammar, including correct and consistent use of tense.</li> <li>• Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Selecting a suitable topic

- Investigation could focus on the local community or area, linked to a sector, hobby or an extra-curricular activity.
- Agreeing investigation title and the scope of the research with tutor.
- Agreeing deadline.
- Ensuring topic is focused and manageable in the timescales.
- Identifying key actions and milestones for the investigation such as setting up a log, organising visits, deadline for completion.

#### Collecting information on topic

- Sources of information:
  - electronic media, e.g. blogs, podcasts, downloads, websites
  - printed media, e.g. newspapers/magazines/books
  - interviews
  - visits.
- Identifying and selecting the key points from research.

#### Keeping a research log

- Ongoing record of information researched.
- Information on research sources, methods and key findings.
- Ongoing record of information found out through a chosen medium such as a folder, blog, vlog (video blog).

#### Presenting findings of research

- Summarising key findings.
- Choosing presentation method, e.g. through a PowerPoint®, vlog, written handouts, oral questioning.
- Explaining findings in a clear and concise way.

#### Transferable skills

- Planning: identifying key tasks to complete.
- Finding out: information from research sources.
- Managing information: selecting the relevant information, choosing appropriate sources of information.
- Communication: through presentation of findings.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Carry out research into an agreed topic</b>		
<b>A.P1</b> Search for information on an agreed topic using given research sources.	<b>A.M1</b> Search for information on an agreed topic using own and given sources.	<b>A.D1</b> Carry out a focused and detailed search into an agreed topic.
<b>A.P2</b> Select simple information from given sources on the agreed topic.	<b>A.M2</b> Select mostly relevant information from sources on the agreed topic.	<b>A.D2</b> Select relevant information from sources that link clearly to the agreed topic.
<b>Learning aim B: Present a summary of research findings into an agreed topic</b>		
<b>B.P3</b> Present an outline summary of research findings on an agreed topic.	<b>B.M3</b> Present a clear summary of research findings on an agreed topic, with reference to some of the research sources used.	<b>B.D3</b> Present a focused summary of research findings, with clear referencing to the research sources used.



## Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

## Essential information for assessment decisions

**For distinction standard**, learners:

- carry out research that remains focused on the agreed topic and uses a range of appropriate sources to collect information
- give a detailed breakdown of the sources they have used and select the most relevant information from them, demonstrating awareness of which sources were more reliable than others
- present their summary of research findings clearly, keeping the focus on the research topic. The summary will also reference in detail the research sources that were used.

**For merit standard**, learners:

- carry out research that remains mostly focused on the agreed topic but may become too broad in places. Some of the sources will have been given by tutors but some they have found for themselves
- outline the research sources used. They will select appropriate information for their topic. They will demonstrate some understanding of which sources are more reliable than others
- present their summary of research findings, remaining mostly focused on the agreed topic although may go off in other directions at some points. The summary will reference some of the research methods that were used.

**For pass standard**, learners:

- carry out basic research, using research sources that have been given by tutors
- produce a research log that gives incomplete information of the key tasks they have completed. They will select only simple and obvious information from the given sources
- present a basic summary of research findings that are mainly broad and unfocused. There will be little or no reference to the research methods used.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Choosing a topic to investigate

This is perhaps the hardest part of any project. Learners need to choose a topic that is interesting to them but not too big so that it becomes impossible to complete. In small groups, learners make a list of subjects or hobbies they are interested in. They can then ask each other questions about the topics or hobbies. This could begin to form a list of possible subjects for each project.

Alternatively, tutors could provide a list of potential topics for learners to choose from.

**Suggested time:** about 3 hours.

### Deciding on outcomes

Learners can be given a list of outcomes and project titles. Their task will be to match the outcomes with the titles. They can then look at the results with other group members to see if they agree or have different answers. Tutors may want to include answers that will overlap with different topics.

**Suggested time:** about 3 hours.

### Research sources

Tutors do a brief overview of what the difference is between a primary source and a secondary source. Tutors then give out a list of different research sources and learners work in pairs to decide whether it is primary or secondary. Learners feed back on their decisions.

**Suggested time:** about 2 hours.

### Identifying the tasks that need to be completed

Learners plan a task list of the activities they need to complete. Tutors could produce a list of actions needed to complete a project in the wrong order and then, in groups, learners put them in the correct order. They will use the correct list to produce a to-do list of tasks to complete for their investigation.

**Suggested time:** about 3 hours.

### Reviewing progress so far

As a group, learners will begin the session by reviewing what they have done so far. This should be a short presentation, depending on the number in the group. This activity is not intended to use the full time for the workshop. Learners can identify any problems they have had and how they have solved them, if they have. Other learners have the opportunity to ask questions about the project and share ideas.

Learners could record the review in their log.

**Suggested time:** about 3 hours.

### What skills are you using?

This workshop will focus on the skills learners are using to carry out their project. Working in small groups, learners could identify different communication, planning, time-management and problem-solving skills. They can then share their results with the larger group.

**Suggested time:** about 3 hours.

**How to present outcomes**

Learners will investigate ways to present their research findings. They could experiment with vlogs or blogging software, and try out PowerPoint or Prezi.

They could also try using graphs, charts or illustrations to present information. Learners could work in small groups to decide which formats would be most appropriate for different topics.

**Suggested time:** about 3 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You need to select a topic of your choice to carry out some research into. The topic could be an extension of something you have studied on your course or an interest or hobby that you would like to find out more about. You will discuss your ideas with your tutor and then come up with a title for your research. This should be focused and manageable in the time available to complete it. You will set up a research log to record what you are doing. This could be a folder, a blog or vlog. You will produce a to-do list of the tasks you need to complete in the timeframes given to you. While you carry out your research, you will keep an ongoing record of the sources and methods used to find out information. Finally you will summarise your key findings in a presentation method of your choice, making reference to the research sources you used.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to select a different topic for your research.

# Unit CfC5: Providing an Activity to Support Children's Emotional and Social Needs

Level: 1

Unit type: **Sector (Caring for Children Under Five)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop their skills in planning and setting up an activity to support children's emotional and social needs.

## Unit introduction

We all need to feel wanted, liked and respected. This makes us feel content and is good for our mental health and wellbeing. If you are caring for children then you will need to help them feel secure. Children who feel secure have confidence and this helps them to make friends and play well with others.

In this unit, you will learn how to provide activities for children to help them feel good about themselves, which will help to support their emotional and social needs. You will learn how to plan and set up activities for children to help them express their feelings, play with others and feel happy and secure. You will develop your planning and communication skills when preparing an activity and presenting it to others.

The skills and knowledge you develop in this unit will help you progress to other qualifications in children's care and education, where this area will be covered in more detail. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Plan an activity to support children's emotional and social needs
- B** Carry out and communicate an activity to support children's emotional and social needs.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Plan an activity to support children's emotional and social needs	<ul style="list-style-type: none"> <li>Factors to consider when planning activities to meet children's emotional and social needs</li> </ul>	<ul style="list-style-type: none"> <li>A plan in a suitable format.</li> <li>Signed observation record with video or photographic evidence of learners carrying out an activity.</li> <li>Log completed by learners recording the skills used.</li> </ul>
<b>B</b> Carry out and communicate an activity to support children's emotional and social needs	<ul style="list-style-type: none"> <li>Skills for meeting children's emotional and social needs through activities</li> </ul>	
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Ways of communicating with children</li> <li>How to ensure children's wellbeing</li> <li>Ways of encouraging children's positive behaviour</li> <li>Behaviours for working with children</li> <li>Safely setting up and clearing away an activity</li> </ul>	<ul style="list-style-type: none"> <li>Emotional and social needs of children</li> <li>Types of activities to support emotional and social needs for children of different ages and with different needs</li> <li>How to support children's emotional and social needs through activities</li> <li>Safety procedures</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Communication</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Present information/points of view clearly and in appropriate language.</li> <li>Present information in a logical sequence.</li> <li>Use language, format and structure suitable for purpose and audience.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Factors to consider when planning activities to meet children's emotional and social needs

- Emotional and social needs of children, to include love, praise and encouragement to promote self-esteem and self-identity, security, relationships with adults and other children at different stages and ages, opportunities for social contact and play.
- How activities will meet children's emotional and social needs, e.g. allowing them to express feelings, have fun, encouraging them to interact with others, take turns, share.
- Activities to meet emotional and social needs, to include:
  - up to 3 years, e.g. noise-making activities, water play, sand play, finger painting, puppets, finger rhymes, outdoor play, visits to children's library
  - from 3 years to 4 years 11 months, e.g. expressive arts such as painting, role play, modelling with dough or clay for expression, reading stories with aspects to relate to child's life, group activities, small-world play.
- Environment, to include setting up, clearing away, following health and safety procedures.

#### Skills for meeting children's emotional and social needs through activities

- Being supportive while supervising and engaging children, e.g. through giving praise and encouragement, asking for and listening to children's opinions and preferences.
- Ensuring children's safety, to include supervision, use of safety equipment.
- Encouraging children to learn to share and take turns.
- Ensuring children's wellbeing, e.g. through modelling positive behaviour and body language appropriate to the child's stage of development, being inclusive, enabling independence.

### Transferable skills

- Planning: ensuring the activity is appropriate for the age and stage of development of the children and the number of children, making sure there are sufficient equipment and resources, including adult help and supervision, considering safety requirements and procedures, listing tasks, timescales, prioritising tasks.
- Communication: giving instructions, speaking clearly, engaging children through appropriate body language, using language appropriate to children's stage of development, using positive language and tone, being direct.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Plan an activity to support children's emotional and social needs</b>		
<b>A.P1</b> Produce a simple plan for an activity to support children's emotional and social needs.	<b>A.M1</b> Produce a plan for an appropriate activity, outlining how it will meet children's social and emotional needs.	<b>A.D1</b> Produce a detailed and well-organised plan, explaining how the activity will support children's emotional and social needs.
<b>Learning aim B: Carry out and communicate an activity to support children's emotional and social needs</b>		
<b>B.P2</b> Demonstrate some skills to support children's emotional and social needs while carrying out the planned activity.	<b>B.M2</b> Demonstrate competent skills to support children's emotional and social needs while carrying out the planned activity.	<b>B.D2</b> Demonstrate, with confidence, skills to support children's emotional and social needs while carrying out the planned activity.
<b>B.P3</b> Communicate clearly to others when participating in the activity.	<b>B.M3</b> Communicate with others in a suitable manner when participating in the activity.	<b>B.D3</b> Communicate consistently with others in a positive manner when participating in the activity.



## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- produce a well-organised, logical and sequential plan for an appropriate activity
- explain what the children will be doing in the activity and how it will support their emotional and social needs
- include in their plan the number of children taking part and all resources needed for the activity
- explain how to set up the activity and how to meet any safety issues
- accurately use their plan to set up, demonstrate and clear away the activity and to demonstrate the activity confidently, giving instructions with little hesitation or need for reminding or prompting
- show how children would be involved in the activity and how their emotional and social needs would be supported, using appropriate positive language throughout the activity that will encourage people to join in.

**For merit standard**, learners:

- produce a plan that describes the activity and what children will be doing, with at least four reasons for how it will support the emotional and social needs of children aged 3 years to 4 years 11 months
- include most resources needed for the activity, how to set up the activity and details of how the children will be kept safe during the activity
- follow the plan to set up, demonstrate and clear away the planned activity
- demonstrate how the children will take part in the activity, using skills with minimal prompting to show how the children's emotional and social needs will be supported
- use clear, suitable language when communicating information, e.g. language is straightforward and easy to understand, with messages delivered in a supportive manner

**For pass standard**, learners:

- make some planning preparations for the activity, briefly outlining how the children will take part and listing at least two reasons why the activity will support their emotional and social needs
- list some resources needed for the activity, although some details may be partial or incomplete
- outline safety procedures to be followed
- use planning preparations to set up, demonstrate and clear away the activity
- communicate clearly with others when participating in the activity

### Essential resources

For this unit, learners will need access to resources to plan and demonstrate an activity to support children's emotional and social needs.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners consider situations that make them feel secure and happy, as well as experiences that may negatively affect their emotions. Learners list the emotional and social needs of children and compare their answers with those given in textbooks, on websites and in other resources.

Learners attend a talk given by a guest speaker, for example an early years practitioner, about the emotional and social needs of children at different ages. Learners prepare questions to ask about why it is important to meet children's emotional and social needs.

In groups, learners discuss the factors that influence the emotional and social needs of babies and young children.

**Suggested time:** about 4 hours.

### Activity: Factors to consider when planning to meet children's emotional and social needs

In groups, learners look at DVDs of children of different ages playing (or case study scenarios) and discuss the emotional and social development shown.

They must think about:

- what emotions the children are expressing
- what the children are doing/playing with
- how the play resources support the children's emotional and social development
- who the children are playing with
- what this says about the children's emotional and social skills
- what the adults are doing to support the children's emotional and social development.

In groups, learners discuss how the emotional and social needs of the children were met.

**Suggested time:** about 2 hours.

### Activity: How to support the emotional and social needs of babies and toddlers

Learners visit an early years setting to observe how the emotional and social needs of babies and toddlers are met.

They need to take note of how:

- the adults communicate with the babies and toddlers
- the adults comfort the babies and toddlers
- resources, toys and activities are used to support emotional and social needs.

Learners take part in whole-group discussion to agree ways to meet the emotional and social needs of babies.

**Suggested time:** about 4 hours.

**Activity: How to communicate with young children to meet their emotional and social needs**

In groups, learners consider what they have seen so far and how adults communicate with children to support their emotional and social needs.

Learners consider how adults:

- speak to children, such as the language and tone of voice used
- listen to children and wait for responses
- show they are giving children their full attention
- speak to children according to the children's age and stage of development.

In their groups, learners develop a checklist of communication skills to use.

Learners practise using suitable communication skills in role-play activities.

**Suggested time:** about 2 hours.

**Activity: How activities support the emotional and social needs of children aged 3 years to 4 years 11 months**

In small groups, learners experience different activities, for example role play, storytelling, group games. Learners consider the following questions.

- Was the activity enjoyable?
- Did the activity allow me to express my feelings?
- Was the activity relaxing?
- Would the activity encourage play with others?

Learners take part in whole-group discussion, with each of the small groups contributing to an overall list of the features of activities that support emotional and social needs.

**Suggested time:** about 6 hours.

**Activity: Practical – designing a game to support children's emotional and social needs**

In pairs, learners design a game to support the emotional and social needs of children. They consider how the children's emotional and social needs will be supported by this game. Learners present their design ideas to the group for peer assessment.

**Suggested time:** about 6 hours.

**Activity: How to plan activities to support emotional and social needs**

In groups, learners look at activity planning documents from early years settings, this could include observation reports, tracking documents and learning journeys.

They need to take note of:

- suitability of activity for age of the children and their individual needs
- health and safety
- resources.

Learners take part in whole-group discussions to draw up a format to use for planning activities.

**Suggested time:** about 4 hours.

**Activity: Planning an activity**

Learners could work in groups to select, plan and set up a role-play area for a group of three-year-old children who have just started at nursery.

Learners take part in whole-group discussion about how each role-play area would support children's emotional and social needs

**Suggested time:** about 4 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You are asked to provide one activity suitable for children aged 3 years to 4 years 11 months that will support their emotional and social needs.

You will need to select an appropriate activity. You will plan the activity clearly, including details of the number of children taking part, how the activity will support their emotional and social needs, quantities of resources needed, how to set up the activity, what the children will be doing in the activity and steps to take to keep children safe in the activity.

You will follow your plan to set up, demonstrate and clear away the activity. While demonstrating the activity, you will communicate confidently when giving instructions and will clearly show how children would be involved in the activity and how the activity would meet their emotional and social needs.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will select, plan and demonstrate a different activity suitable for supporting children's emotional and social needs.

# Unit CfC6: Planning a Safe Childcare Environment

Level: 1

Unit type: **Sector (Caring for Children Under Five)**

Guided learning hours: **40**

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## Unit in brief

Learners will find out about how to keep children safe and will plan a safe environment for them while developing their own problem-solving skills.

## Unit introduction

Did you know that children are more likely to have accidents than adults? This is because children are still developing skills and do not understand how to keep safe. Children are also more likely than adults to catch infections and become ill. If you are caring for children you will have to know how to keep them safe.

In this unit, you will learn about how to prevent children from having accidents and catching infections. Children often have accidents when playing so you will find out about supervising their play and which toys and equipment are safe. You will explore how to protect babies and toddlers from injury and illness. You will develop a plan for a safe environment for children and show how hazards can be minimised, which will help you to develop your planning skills.

The skills and knowledge you develop in this unit will help you progress to Level 2 qualifications in children's care and education, where children's safety is covered in more detail. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Solve problems and plan how to keep children safe from accidents and infection in a childcare environment
- B** Plan a safe childcare environment.

## Unit summary

Learning aim	Key teaching areas	Summary of required assessment evidence
<p><b>A</b> Solve problems and plan how to keep children safe from accidents and infection in a childcare environment</p>	<ul style="list-style-type: none"> <li>Skills for identifying and reducing hazards and risks</li> </ul>	<ul style="list-style-type: none"> <li>A plan for a safe environment for young children in a suitable format, e.g. an annotated diagram.</li> <li>A simple risk assessment, e.g. completed pro forma.</li> <li>Record of discussion with tutor about identified hazards and ways to reduce them.</li> </ul>
<p><b>B</b> Plan a safe childcare environment</p>		
<p><b>Key teaching areas include:</b></p>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Keeping children safe from accidents, infection and illness</li> <li>Recognising hazards and assessing risks</li> <li>Making decisions about safe environments for children of different age groups</li> <li>Supervising children</li> <li>Observing children</li> </ul>	<ul style="list-style-type: none"> <li>Features of safe environments</li> <li>Resources to keep children safe from injury and infection</li> <li>Procedures to keep children safe from injury and infection</li> <li>Types of safety equipment suitable for children aged 0–2 years or 3 years to 4 years 11 months</li> <li>Toys and play equipment suitable for children aged 0–2 years or 3 years to 4 years 11 months</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Problem solving</li> </ul>

There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Present information in a logical sequence.</li> <li>Use language, format and structure suitable for purpose and audience.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Solve simple problems involving ratio, where one number is a multiple of the other.</li> <li>Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.</li> <li>Work out areas and perimeters in practical situations.</li> </ul>

## Unit content

### Knowledge and sector skills

#### Skills for identifying and reducing hazards and risks

- Definition of hazards, i.e. something that could cause harm to the child.
- Definition of risk, i.e. the possibility that the child might come to harm as a result of the hazard.
- Observation skills, i.e. being aware of and identifying what may cause physical harm to the child, e.g. toys and equipment inappropriate for age or stage of development of child, unsecured entry/exits.
- Safety measures to reduce hazards that could lead to accidents and injury, to include:
  - appropriate number of adults available to supervise children
  - checking for hazards, e.g. broken equipment or toys, spills of water or sand, knowing what to do if hazards are detected
  - making sure doors, fences and gates are secure
  - providing safe surfaces, e.g. non-slip floors, safety surfaces under climbing frames and swings
  - using safety equipment, e.g. harnesses for high chairs and nappy changing tables, safety gates on stairs, safety catches on cupboards
  - providing toys and play equipment that are suitable for the age of the children, e.g. no small pieces for children under three years
  - storing knives, cleaning liquids and electrical equipment away from children
  - ensuring fire exits are clear
  - having safety rules for children, e.g. no running inside
  - making sure the environment meets the needs of all the children, e.g. those with mobility difficulties.
- Safety measures to reduce risk to children from infections, to include:
  - making sure there are facilities in the environment for handwashing and nappy changing (if age appropriate)
  - following handwashing procedures, e.g. after using the toilet, after nappy changing, before eating, making sure children wash their hands
  - following procedures to change and dispose of soiled nappies, including use of gloves
  - ensuring rooms are well ventilated
  - storing and preparing food correctly
  - making sure the environment is kept clean.

#### Transferable skills

- Planning: type of environment (indoor, outdoor), size and dimensions of environment, number, age and stage of development of children, number of adults available to supervise, appropriate toys, equipment and safety equipment, how to secure doors, gates and fences, space available for activities, identified hazards and risks and ways of reducing them, e.g. clearing up spillages immediately, providing age-appropriate toys.
- Problem solving: e.g. what to do if there isn't enough space to carry out an activity, or if there are too many children to carry out an activity in the space available such as use an alternative activity, or adapt the activity, or allow children to take turns, or what suitable activities can children do outside if it has been raining, what safety measures would be needed?

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Solve problems and plan how to keep children safe from accidents and infection in a childcare environment</b>		
<b>A.P1</b> Identify some hazards in a childcare environment that could cause risk of accidents and infection and outline ways to reduce them.	<b>A.M1</b> Describe main hazards in a childcare environment and appropriate ways to reduce them.	<b>A.D1</b> Explain most hazards in a childcare environment and ways to effectively reduce them.
<b>Learning aim B: Plan a safe childcare environment</b>		
<b>B.P2</b> Produce a simple plan for a safe childcare environment that includes some safety measures to prevent accidents and spread of infection.	<b>B.M2</b> Produce a detailed plan for a safe childcare environment, giving reasons for the safety measures included.	<b>B.D2</b> Produce a well-organised plan for a safe childcare environment, explaining how the safety measures will keep children safe from accidents and infection.



## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- produce a well-organised, logical and clear plan that describes the type of environment, including whether it is indoor or outdoor, and details of the size of the environment, the measurements and positioning of furniture or equipment
- include the number of children the environment is designed for, their ages, any specific needs they have and an explanation of why the planned environment is appropriate for the age of the children
- include details of most potential hazards, correctly explaining the risks to children that could result from these hazards and ways to reduce them, e.g. an unsecured exit may mean that children could leave unsupervised, putting them in danger of walking into traffic, so all exits must be secured
- include details of safety measures in the planned environment, explaining how they would successfully prevent accidents or infection:
  - appropriate safety equipment and why it is appropriate for age and stage of development of children
  - information about the toys and play equipment and why they are suitable for the age and stage of development of the children
  - information on how the children will be supervised, including adult-to-child ratios
  - the measures in place to reduce infection, e.g. handwashing facilities and procedures.

#### For merit standard, learners:

- produce a clear plan for a safe childcare environment that gives details of the type of environment, including any indoor and outdoor features. The plan will give some details of the size of the environment, with approximate measurements, and will include the number of children the environment is planned for and their ages
- describe at least five hazards in the environment and appropriate ways of reducing them, although learners may not explain the risks that the hazards could cause, e.g. an unsecured exit into a public road is a hazard so must be secured
- describe safety measures in the planned environment to prevent accidents and infection, including:
  - proposed safety equipment, with some reasons why it is appropriate for the children
  - the toys and play equipment, with some reasons why they are appropriate for age and stage of development of children
  - suggested adult-to-child ratios
  - measures to help prevent the spread of infection.

#### For pass standard, learners:

- produce a simple plan for a safe environment that identifies the type of environment with an indication of size, and states the number of children the environment is planned for
- list at least three hazards and give brief details of ways to reduce them and give outline detail of some safety measures to prevent accidents and infection, including:
  - the number and age of the children the environment is planned for
  - proposed safety equipment
  - some safety measures to prevent infection
  - list safety measures suitable for the type of environment and age of the children, although learners do not include details of how the measures will keep children safe.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners think about childhood accidents that happened to themselves or children they know. They then consider what may have prevented the accidents. They use whole-group discussion to explore the extent to which childhood accidents can be prevented.

Learners attend talks by guest speakers – and early years practitioners – about the importance of keeping children safe from accidents, injuries and infections in childcare environments. They prepare questions to ask the speaker(s) about safety measures in the setting.

Learners work in groups to compile a list of ways in which children are kept safe in childcare environments.

**Suggested time:** about 4 hours.

### Activity: Hazard recognition and assessment of risk

In groups, learners consider what risks are present in their classroom for a group of three-year-old children playing games. Learners consider what measures could be put in place to prevent accidents.

They must think about:

- hazards
- the capabilities of the children
- adult supervision
- safety measures.

They use whole-group discussion, facilitated by tutors, to consider the main points about what different safety measures would need to be taken if the children in the group were under two years old.

Learners contribute, as part of a group, to a check list of dos and don'ts when recognising hazards and assessing risks in environments for children.

**Suggested time:** about 2 hours.

### Activity: Researching safe toys

Learners look at textbooks and carry out internet searches to find out about safety marks used on children's toys. Learners consider why these are important when selecting toys for children.

Learners undertake a supervised visit to a toy shop to select safe toys for children.

Learners work in groups to select toys for children.

They need to consider toys for:

- children aged 0–2 years
- children aged 3 years to 4 years 11 months
- outdoor play
- indoor play.

They participate in whole-group discussion to compare findings following the visit.

**Suggested time:** about 4 hours.

**Activity: Researching safety features needed for environments for children aged 0–2 years**

Learners look at textbooks and carry out internet searches to find out about what is needed in a childcare environment to prevent accidents to children aged 0–2 years.

They must find out about:

- correct staff-to-child ratios
- safety equipment
- suitable toys.

They participate in whole-group discussion to compare findings and draw up a checklist to use when planning environments.

**Suggested time:** about 2 hours.

**Activity: Preventing accidents in environments for children aged 3 years to 4 years 11 months**

Learners visit an early years setting to observe how children are kept safe from accidents.

Learners need to take note of:

- how adults supervise children
- toys and play equipment
- how space is organised
- fire exits
- safety rules
- outdoor surfaces, including surfaces under climbing frames
- doors, gates and fences.

Learners take part in whole-group discussion to share their observations and contribute to the checklist for planning safe environments.

**Suggested time:** about 4 hours.

**Activity: Researching how infection is spread**

In groups, learners look at textbooks and carry out internet searches to find out about how infection is spread and why children need to be protected.

Learners present their findings to other learners using PowerPoint® or paper-based materials.

**Suggested time:** about 2 hours.

**Activity: How children are kept safe from infections in childcare environments**

In groups, learners look at hygiene procedure documents from an early years setting to identify the measures taken to keep children safe from infection.

They need to take note of procedures for:

- handwashing
- nappy changing
- food storage
- ventilation
- cleaning the environment, including toys and equipment.

Learners brainstorm the hygiene measures required for a childcare environment and include them on the checklist for planning safe environments.

**Suggested time:** about 2 hours.

**Activity: Looking at risk assessments**

In groups, learners look at examples of risk assessments from early years settings, or suitable examples from the internet. They discuss the type of information included and suggested measures in place to minimise hazards.

**Suggested time:** about 2 hours.

**Activity: Planning a safe environment for 0–2 year olds**

In groups, learners use the devised checklist to plan a safe environment for nine children under two years in a day care setting.

They need to include:

- how the indoor and outdoor environments will be organised
- measures to prevent accidents
- hygiene measures.

Learners present their plans to the group for peer assessment.

**Suggested time:** about 4 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You are preparing to look after some friends' children, aged 3 years to 4 years 11 months, and need to ensure that the childcare environment is safe.

You are required to plan the environment to ensure that the children are physically safe. You must show that you have identified potential hazards in the environment and the risks they could cause to the children, and you must include the actions and safety measures you would take to reduce those hazards. You will include details of the type of environment, including any indoor or outdoor features, the number of children who will use the environment, any specific needs that they have and why it is appropriate for the children. You will include the measurements of the environment and the positioning of furniture and equipment. You must include details of safety measures to prevent accidents and infection, taking into account the toy and play equipment, and you must detail the safety equipment you intend to have available. You must also include the measures you would take to reduce the risk to children from infection.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

On another occasion, a family member has asked you to care for her children aged between 0–2 years. You must plan a different childcare environment appropriate for their age range.



# Unit CfC7: Providing an Activity to Encourage Children to Eat Healthily

Level: 1

Unit type: **Sector (Caring for Children Under Five)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop skills in planning and participating in an activity to encourage children to eat healthily.

## Unit introduction

Eating a healthy diet is important for all of us but more so for children. In childhood we develop tastes – likes and dislikes for food that often stay with us through our lives. In order to promote good health, children need to eat a varied and balanced diet that includes fruits, vegetables, protein sources, carbohydrates and healthy fats, and they need to drink enough water. People who work with children need to encourage them to eat healthily and to enjoy the food that they eat. There are many ways to encourage children to take an interest in food and to enjoy different tastes and textures, such as growing food from ‘seed to table’, making healthy snacks such as fruit salads, making smoothies and fresh vegetable dips, or doing other activities such as vegetable printing.

In this unit, you will plan an activity for children to encourage them to eat healthily. To do this you will need to find out about healthy foods for children and how to present food activities in a way that interests them.

This unit will give you valuable skills for progression to Level 2 qualifications in the early years sector, where healthy eating for children is looked at in more detail. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in Group A.

## Learning aims

In this unit you will:

- A** Find out about and plan an activity to encourage young children aged to eat healthily
- B** Carry out an activity safely to encourage young children to eat healthily.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Find out about and plan an activity to encourage young children to eat healthily	<ul style="list-style-type: none"> <li>• Healthy nutrition for children</li> <li>• Food activities for children</li> <li>• Preparation skills for activities to promote healthy eating</li> </ul>	Evidence can take the form of: <ul style="list-style-type: none"> <li>• a plan in a suitable format</li> <li>• signed observation records with photographic or video evidence of learners carrying out the activity</li> <li>• a log completed by learners.</li> </ul>
<b>B</b> Carry out an activity safely to encourage young children to eat healthily		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Encouraging children to eat healthily</li> <li>• Preparing and presenting food for children</li> <li>• Time management of activities</li> <li>• Safety and hygiene management when preparing food</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition for children</li> <li>• Planning food activities</li> <li>• Ways to encourage children to eat healthily</li> <li>• Types of food activities for children</li> </ul>	<ul style="list-style-type: none"> <li>• Finding out information</li> <li>• Planning</li> </ul>

There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Utilise information contained in texts.</li> <li>• Present information/points of view clearly and in appropriate language.</li> <li>• Use language, format and structure suitable for purpose and audience.</li> <li>• Present information in a logical sequence.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Healthy nutrition for children

- Food groups, to include carbohydrates, fats, proteins, vitamins, minerals, water.
- Types of healthy foods, e.g. fruit, vegetables, milk, fish, eggs.
- Effects of good nutrition, to include healthy growth, having energy, enable learning.
- Effects of poor nutrition, e.g. leading to conditions such as dental decay, rickets, obesity, diabetes.

#### Food activities for children

- Activities related to growing food, e.g. growing cress in egg shells, broad beans in jars, taking children fruit picking, farm visits.
- Activities related to buying healthy food, e.g. supermarket trips, markets.
- Activities related to eating food, e.g. fruit tasting, vegetable tasting, inviting parents in to cook food from other countries.
- Creative activities, e.g. vegetable printing activities, making faces out of fruit on a plate.
- Making healthy food preparation activities, e.g. making dips and soups, milling flour from wheat, vegetable crisps, smoothies.
- Activities suitable for either children aged 1–3 years or children aged 3 years to 4 years 11 months.

#### Preparation skills for activities to promote healthy eating

- Following recipes or instructions for food preparation or activities.
- Measuring or weighing ingredients when following recipes and planning out activities.
- Food preparation skills, e.g. cutting, grating, liquidising, heating, mixing.
- Managing hygiene, to include personal hygiene, using personal protective equipment (PPE), food hygiene, e.g. clean work surfaces, equipment, safe storage, washing up.
- Managing own safety, to include procedures to follow in case of an accident and safe use of equipment.
- Ensuring activity is suitable for children's age and stage of development and engaging.
- Involving parents and carers, e.g. encourage children to take some home.

### Transferable skills

- Finding out information, to include:
  - sourcing information, e.g. from food and early years or parenting magazines
  - using effective images, e.g. healthy plates to show portion sizes, different fruits and vegetables, amusing food designs on plates
  - identifying advice on children's healthy eating, e.g. types of healthy eating activities to carry out with children.
- Planning, to include:
  - selecting appropriate activities – age-appropriate, for children to enjoy, to encourage them to eat healthily, to enable children to fully join in and see quick results
  - identifying resources, e.g. equipment, ingredients
  - taking any factors into account, e.g. religious preferences, food allergies
  - identifying skills to use, e.g. food preparation skills, decorating food.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Find out about and plan an activity to encourage young children to eat healthily</b>		
<b>A.P1</b> Select information about how to encourage children to eat healthily from a given source and produce a simple plan for an appropriate activity.	<b>A.M1</b> Select information about how to encourage children to eat healthily from given sources and produce a detailed plan for an appropriate activity.	<b>A.D1</b> Select information about how to encourage children to eat healthily from own and given sources and produce a well-organised plan for an appropriate activity.
<b>Learning aim B: Carry out an activity safely to encourage young children to eat healthily</b>		
<b>B.P2</b> Demonstrate an activity designed to encourage young children to eat healthily, following safety and hygiene procedures.	<b>B.M2</b> Demonstrate the activity clearly, showing how it would encourage children to eat healthily.	<b>B.D2</b> Demonstrate the activity confidently, effectively showing how it would encourage children to eat healthily.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- show how they have found out about ways of encouraging children in a selected age range to eat healthily using different sources of information, including own sources
- produce a well-organised, logical and clear plan for an activity to encourage children in a selected age range to eat healthily, showing clear links between the activity and how it would achieve its aim
- include in their plan clear explanations of:
  - most resources needed and details of how they will prepare and acquire resources
  - most requirements for setting up the activity, including any actions to be taken to prepare the children, e.g. making sure they have aprons and all correct hygiene and safety procedures to be followed
  - most equipment needed, including required use of PPE
  - most steps of the activity, with timings
- use their plan to demonstrate the activity with little hesitation, gathering most resources and equipment needed and correctly weighing any ingredients or resources as required. Learners give clear instructions so that others are able to carry out the activity correctly and learners correctly follow procedures to ensure children's safety with little hesitation, e.g. using equipment safely, following food hygiene procedures, showing awareness of hazards and the actions to take to maintain safety.

#### For merit standard, learners:

- show how they have found out about healthy nutrition, using selected sources provided by tutors
- produce a plan for an activity for a selected age range that shows some links between the activity and how it would achieve its aim
- include in their plan details of:
  - the main equipment needed to carry out the activity, although some more minor equipment needed may be omitted
  - the main ingredients or resources required for the activity and how to get them, although more minor ingredients or resources may be omitted
  - the steps to be taken in carrying out the activity and an indication of timings
  - procedures to follow for safety and hygiene
- clearly demonstrate the activity, giving instructions that are easily understood and following correct safety procedures with minimal prompting, e.g. using equipment correctly, following food hygiene procedures.

#### For pass standard, learners:

- state the source of their information about healthy eating, which learners will select from a choice of sources provided by the tutor
- make some planning preparations for their chosen activity, to include:
  - the activity and the appropriate age range
  - outline detail of how it will encourage children to eat healthily
  - some of the equipment, ingredients or resources required, although there may be some omissions
  - the basic steps for the activity
  - brief details of the procedures they need to follow to ensure hygiene and safety
- demonstrate the chosen activity to a peer group, using their plan to help them set out equipment and ingredients or resources. They follow correct safety procedures with some prompting.

## Essential resources

For this unit, learners will need access to a kitchen area and suitable food storage in a refrigerator. Fresh food resources will be dependent on learners having planned in advance.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Tutor-led discussion on healthy eating for children.

In groups, learners carry out carousel research activities, using selected texts and online resources to highlight the nutrients in a healthy diet for children and their function in the body.

Learners carry out further independent research to source additional information about healthy nutrition for children.

**Suggested time:** about 6 hours.

### Activities: Healthy foods

Learners participate in different tasting activities: different fruits, name the fruit and vegetable, tasting dips, fruit crisps, identifying different foods.

In groups, learners develop ideas for different types of food activities and create a resource file. They suggest ways in which they can be adapted for use with children of different ages.

**Suggested time:** about 6 hours.

### Activity: Planning

Learners produce a planning document for a food activity with children, to include food hygiene, safe food preparation, food storage, food allergens.

**Suggested time:** about 6 hours.

### Activity: Demonstrate a food activity to a peer group

Learners provide evidence of successful delivery of a food activity through peer assessment, self-evaluation, photographic evidence and tutor observation.

**Suggested time:** about 6 hours.

### Activity: Visit to supermarket

Learners undertake a supervised visit to a supermarket to examine the packaging and ingredients in a selection of foods, including food marketed specifically for children, e.g. salt and sugar content, gluten-free food etc.

**Suggested time:** about 6 hours.

### Activity: Advice for parents and carers

Learners attend a talk given by a visiting speaker, such as a dietitian or health visitor, and prepare questions to ask.

Learners carry out further independent research into ways to promote healthy eating to parents and children.

**Suggested time:** about 4 hours.

### Activity: Research session

Learners use selected texts and resources to research advice targeted towards parents and carers for inclusion in a leaflet.

**Suggested time:** about 6 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You would like to develop a suitable activity to encourage a child aged 3 years to 4 years 11 months to eat healthily. You will need to show how you have found out about suitable activities, for example by using internet searches, looking at appropriate books or magazines, or collecting ideas from family and friends.

You will produce a plan for your activity, giving reasons why it is appropriate for a child aged 3 years to 4 years 11 months. In your plan, you will include the resources and equipment (including PPE) that you need and how you will acquire them. You will give each step of the activity with timings, including actions to take to prepare the children and safety procedures to be followed.

You will use your plan to demonstrate the activity to your peer group. You will gather your resources and equipment and follow procedures to use them safely, showing awareness of any hazards and the actions to take to reduce them, such as food hygiene procedures. You will measure or weigh any resources as required, such as ingredients. You will present your activity in a manner that will enable children to join in and enjoy it. Finally, you will leave the workplace clean and tidy.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

On another occasion, you need to develop a different activity to encourage a child aged 1–3 years, or a different activity for a child aged 3 years to 4 years 11 months to eat healthily.

# Unit CfC8: Providing a Pre-school Children's Reading Activity

Level: 1

Unit type: **Sector (Caring for Children Under Five)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop their skills in reading aloud in a way that could engage a pre-school child, using the key features of books for pre-school children.

## Unit introduction

Young children love to listen to stories and sharing books with them is a great pleasure. When you work with pre-school children, you will need to be able to read appropriate books to them, using suitable tone and meaning.

In this unit, you will learn about different types of books, develop the techniques required for reading with children and use the features of books to help children enjoy them and engage with reading. You will find out about suitable books to select and will practise reading a children's story aloud. In this unit you will build up your resources and skills for reading to children. This unit will help you develop your personal skills, including planning and problem solving.

Developing your literacy skills in this context will help you progress to Level 2 qualifications in the early years sector. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Solve problems when planning a reading activity suitable for a group of pre-school children
- B** Practise reading a story in a manner suitable for young children.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Solve problems when planning a reading activity suitable for a group of pre-school children	<ul style="list-style-type: none"> <li>• Factors to consider when selecting a book to read aloud to pre-school children</li> <li>• What children learn from books and stories</li> <li>• Skills for reading to children</li> <li>• How aids can help storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• A plan of activity.</li> <li>• Signed observation record with video or audio evidence of learners reading aloud.</li> <li>• Logs completed by learners recording the skills used.</li> </ul>
<b>B</b> Practise reading a story in a manner suitable for young children		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Reading aloud in a manner appropriate for children</li> <li>• Making decisions about what books are appropriate for different age groups</li> <li>• Promoting diversity</li> <li>• Using books to develop children's literacy, creativity and imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of books suitable for different ages/stages of children's development</li> <li>• What books and stories have to offer children</li> <li>• Different types of story aids</li> <li>• Types of issues that may arise and contingencies</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Problem solving</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate language.</li> <li>• Read and understand texts in detail.</li> <li>• Utilise information contained in texts.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Factors to consider when selecting a book to read aloud to pre-school children

- Different types of books appropriate for ages and stages of development, to include:
  - babies, e.g. black and white books, cloth books, bath books, feely books
  - toddlers, e.g. picture books, pop-up books, lift-the-flap books, story books
  - pre-schoolers, e.g. story books, non-fiction books, rhymes and jokes, positive image books, dual language books, special occasion books and moving-on books.
- Understanding inclusion, valuing different cultures.
- Key features of young children's books, to include size, content, e.g. story, illustrations and imagery, language, what children can learn from the book, e.g. new words through repetition.

#### What children learn from books and stories

- How to handle and care for books, how to open them, turning pages without tearing.
- Stretching the imagination, using language to create imaginary situations.
- Seeing adults using and enjoying books, recognising books as a source of information.
- Enjoying a shared activity.
- Realising that marks on paper have meaning, beginning to recognise words and letters in a context of meaning.
- Expanding concentration while listening and responding to the spoken word.

#### Skills for reading to children

- Skills for reading to children, to include reading slowly and at correct pace, pronouncing words correctly, pointing to words or pictures to encourage children's interest and understanding, using different voices for different characters, tone of voice to use, volume, expression, pace, intonation.

#### How aids can help storytelling

- How aids support storytelling, e.g. keeps children's interest, extends their understanding of the story, encourages children to be actively involved.
- Types of aids, to include:
  - puppets to act out a character in a story, e.g. glove, sock, finger
  - storyboards, e.g. a piece of felt or flannel tightly stretched over a piece of lightweight wood creates a 'theatre' to act out stories using felt cut outs
  - story sacks – a bag or pillowcase containing story book and resources to support the story, e.g. poster, small toys relating to story, card/board game
  - sound effect bag, e.g. a train story could be supported with a guard whistle, a story about the seaside could be supported by an audio recording of seagulls.

### Transferable skills

- Planning: to include what to look for when selecting a book appropriate for children's age and stage of development to engage and interest them, e.g. type of story, illustrations, types of words and language used, e.g. use of repetition to allow children to learn new words, deciding on tone of voice and expression to use for different stages of the story and characters, deciding on support aid and how and when to use it.
- Problem solving: not giving up when faced with a problem, identifying issues, e.g. keeping everyone's attention, dealing with noise from outside or poor acoustics, dealing with lack of confidence, unable to read or pronounce word, not sure what to do with aid, identifying solutions, e.g. reducing noise by closing doors or windows, asking people outside to be quiet, choosing position so everyone can hear, planning when to use aid, practising reading stories aloud to improve skills and build confidence.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Solve problems when planning a reading activity suitable for a group of pre-school children</b>		
<b>A.P1</b> Plan an outline pre-school children's reading activity, including how to use a selected story book and aid to engage young children.	<b>A.M1</b> Plan a pre-school children's reading activity, identifying how to use a selected story book and aid to engage young children.	<b>A.D1</b> Produce a well-organised plan for a pre-school children's reading activity, explaining how to use a selected story book and aid to engage young children.
<b>A.P2</b> Identify issues that may arise when planning the activity.	<b>A.M2</b> Describe the identified issues and ideas to resolve them when preparing for the activity.	<b>A.D2</b> Explain the identified issues and how to resolve them when preparing for the activity.
<b>Learning aim B: Practise reading a story in a manner suitable for young children</b>		
<b>B.P3</b> Read the selected story book clearly, making some use of key features and support aid.	<b>B.M3</b> Read the selected story book using key features and support aid appropriately, making some use of appropriate tone and expression.	<b>B.D3</b> Read the selected story book, making consistent and appropriate use of key features, support aid and tone and expression.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- produce a well-structured plan for the children's reading activity that explains why the selected book and aid are appropriate for pre-school children and how they are used to engage pre-school children, such as the tone of voice to use at different points of the story or for different characters, at what points of the story to use the aid and how it will add to the story, e.g. using a puppet to act as a character will involve the children and extend their interest
- explain the identified issues and the decisions taken to resolve them, e.g. noise outside the room could be disturbing while the learner is reading the story, so they will try to minimise noise by making sure any windows or doors are shut, asking people outside the room to be quiet; acoustics in the room may affect how many people can hear the story, so the learner will choose a position from which they can be heard
- read a story clearly in a group or one-to-one situation, following the plan, using more than four skills for reading to children and using all key features of the book and support aids at appropriate points.

**For merit standard**, learners:

- produce a plan for the children's reading activity that gives reasons for why the selected book and aid are suitable for pre-school children. The plan will include detail of how learners will use the storybook and aid to engage young children, including some references to use of tone of voice and when to use the aid, although learners may not always add why these will engage children
- describe identified issues and suggest ideas to resolve them, e.g. if there is noise outside the room where learners are reading the story, they will reduce this by shutting doors and windows
- read the story in a group or one-to-one situation, using four skills for reading to children, and making some use of key features and support aids at appropriate points according to the plan.

**For pass standard**, learners:

- produce a simple plan, naming the selected book and support aids with brief details of why they are appropriate, and listing how to use them in order to engage young children
- state issues that may occur when reading the story, e.g. they may be disturbed by noise from outside while reading the story
- read a story in a group or one-to-one situation, using two skills for reading to children, and making minimal use of key features and support aids, although they may need some prompting to use these at appropriate moments.

### Essential resources

For this unit, learners will need access to appropriate children's books and resources to use while reading.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners think about their experiences of books and consider what their favourite book was when they were small. Learners discuss what children can learn through books.

Learners create a simple picture book suitable for a pre-school child.

**Suggested time:** about 4 hours.

### Activity: Visit to a local library

Learners visit a local library to investigate different types of books suitable for reading to babies, toddlers and pre-school children. Learners investigate how to choose books suitable for young children at different ages, e.g. type of story and whether it will interest them, illustrations, language and vocabulary used, what children will learn from story.

On return, they discuss findings.

Learners create a poster detailing different types of books and how they support a child's development.

**Suggested time:** about 4 hours.

### Activity: Developing skills to read children's stories

Tutor or guest speaker from early years setting demonstrates how to read story aloud to young children to hold their interest.

Alternatively, learners could visit an early years setting and observe a storytelling session.

Afterwards, learners discuss the skills used to engage children's interest, including pace, tone, expression, character voices, use of visual images such as illustrations, and support aids such as puppets, sound effects.

Learners discuss potential problems that could occur when reading a story to young children and how to overcome them, for example making sure that words are pronounced clearly so that everyone can understand, making sure that they know the story in advance so that they can adopt appropriate expressive voice with little hesitation, reading at an appropriate pitch so that everyone can hear.

Learners create an audiobook of a story suitable for pre-school children. Learners could then review their own performance

**Suggested time:** about 4 hours.

### Activity: What are visual aids for when reading a story?

Learners consider how visual aids can help the story-reading process and identify what aids could be used to benefit it.

Learners identify different types of puppets and consider the advantages of using a visual aid when reading a story.

Learners create a puppet as an aid for reading a story.

**Suggested time:** about 4 hours.

### Activity: Creating a storyboard

Learners research what a storyboard is and how it can be used in a story-reading activity in an early years setting.

Learners create a storyboard as an aid for reading a story.

**Suggested time:** about 4 hours.

**Activity: Creating a story sack**

Learners discuss the importance of reading a story to pre-school children and identify the opportunities in an early years setting. They consider the necessary communication skills and identify barriers to a successful story reading activity.

Learners look at video clips on YouTube® that show story sessions and use story sacks in early years settings.

Learners investigate what a story sack is and discuss their contents. They work in groups and plan a story sack for a chosen children's book before creating it.

**Suggested time:** about 4 hours.

**Activity: Reading a story aloud**

Learners select a book suitable to read to pre-school children and familiarise themselves with the story. Working in pairs, they practise reading their chosen stories.

A video camera could be used to record the reading of a story in the classroom and learners could analyse their performance, in preparation for their assessment.

**Suggested time:** about 4 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You will need to plan to read a story appropriate for a group of pre-school children. In your plan you must include details of the book you have selected and why it is an appropriate book for reading to pre-school children, for example a storybook or a book of poems. You will select an appropriate aid to use with your chosen book, such as a storyboard, story sack or puppet, and give details on why it is appropriate and how it can be used to engage young children. You must include how you will resolve an identified problem to improve your performance.

You will practise reading the book aloud, making use of the aid. This can be in a group situation, for example with peers, or if possible, with young children, or in a one-to-one situation, for example with your tutor. You will be required to read at a pace suitable for pre-school children and in an appropriate, expressive tone of voice. You will need to show how you are making use of the book's key features when reading by making appropriate use of your aid.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will need to read aloud a different book suitable for pre-school children, using a different aid.

# Unit CfC9: Providing an Activity to Support Children's Numeracy

Level: 1

Unit type: **Sector (Caring for Children Under Five)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop skills in planning, preparing and demonstrating an activity to support children's numeracy.

## Unit introduction

You can introduce children to numbers from an early age, from bouncing a baby on your lap and singing counting rhymes to taking children for a walk and counting the wheels on a car. There are many small ways to support children in learning about numbers and there are many activities to encourage children's numeracy that are fun and simple to prepare such as singing number rhymes with clapping to simple rhythms, providing pairs of objects or objects of different weights in treasure baskets, sorting and matching collections of objects according to shape, weight or size, filling boxes with different sizes objects or board games relating to number, shape or telling the time.

In this unit, you will plan, prepare and demonstrate an activity to support children's numeracy. You will develop skills to promote children's numeracy, such as using appropriate language and encouraging problem-solving activities.

This unit will give you the opportunity to develop confidence in numeracy and skills in supporting children's numeracy, which will help you to progress to Level 2 qualifications in early years. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Plan an activity to support children's numeracy
- B** Carry out and communicate an activity to promote children's numeracy.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Plan an activity to support children's numeracy	<ul style="list-style-type: none"> <li>• Importance of good foundations in numeracy for children</li> <li>• Ways to encourage children's numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• A plan in a suitable format.</li> <li>• Signed observation records with photographic or video evidence of learners carrying out the activity.</li> <li>• Logs completed by learners to record the skills used.</li> </ul>
<b>B</b> Carry out and communicate an activity to promote children's numeracy		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Choosing an activity appropriate for children's needs, abilities or stage of development</li> <li>• Managing time for activity</li> <li>• Promoting a positive environment</li> <li>• Managing safety issues and clearing up/tidying away</li> </ul>	<ul style="list-style-type: none"> <li>• Child development – numeracy and children, numeracy and language</li> <li>• Types of activities to support children's numeracy for children at different stages of development</li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Communication</li> </ul>

There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate language.</li> <li>• Present information in a logical sequence.</li> <li>• Use language, format and structure suitable for purpose and audience.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Understand and use whole numbers and understand negative numbers in practical contexts.</li> <li>• Add, subtract, multiply and divide whole numbers using a range of strategies.</li> <li>• Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Importance of good foundations in numeracy for children

- Early childhood exposure to numerical concepts, e.g. sorting, problem solving, counting, weights, simple addition.
- Links to later childhood experiences in school, e.g. falling behind other children, feeling afraid of not understanding mathematics.
- Providing stronger foundations for children to give them a better start and develop a more enquiring mind.
- Develop confidence and awareness, to include not being afraid of numbers, taking part in different activities, keeping up with peers, wanting to investigate and find out more.

#### Ways to encourage children's numeracy

- Number and numerical concepts involved in all aspects of daily life, to include issues around being able to work out simple problems.
- Other concepts, to include self-awareness, how many fingers, how many toes, how many feet, which shoe goes on which foot, positioning, spatial awareness.
- Activities to encourage numeracy, to include weighing and measuring, building shapes, mark making, sorting and ordering, e.g. sorting objects of different sizes, shapes, weight, games to encourage telling the time, simple addition and subtraction, singing number rhymes, counting flash cards, folding paper or sheets into fractions.
- Links to play, e.g. sharing out quantities of dough, floating and sinking activities in water, pouring and filling, building activities, speeds of cars on tracks, climbing activities (higher and lower), role play visits to the shops.
- Links to experiences, to include mark making (shapes, sizes), links to eating, (how much, more, less, sharing out, full, empty, heating food, measuring and weighing food in cooking activities), links to outdoor play (climbing, running, speed, time, higher, lower), links to family structure (how many siblings, older, younger), links to routines (time of day, how long, time telling, sleep time, meaning of soon or later).
- Selecting an activity that:
  - is specific to children's needs and abilities and stage of development
  - children will find enjoyable
  - is challenging and extends children's numeracy skills.
- Promoting a positive experience, to include encouraging children, e.g. using suitable language, providing a safe environment, being inclusive, encouraging active learning.

#### Transferable skills

- Planning, to include:
  - the type of activity and why it is appropriate for children's age and stage of development
  - what children will learn from the activity
  - number of children involved in the activity
  - resources needed, steps needed to set up and participate in activity with timings, any safety measures.
- Communication, to include:
  - presenting the activity in a format appropriate for children
  - using language and vocabulary to encourage and reinforce children's numerical understanding, to include size, less than, greater than, equal, small, big, long, short, numbers, percentages, full, empty, add, take away, times.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Plan an activity to support children's numeracy</b>		
<b>A.P1</b> Produce a simple plan for an activity to support children's numeracy.	<b>A.M1</b> Produce a detailed plan for an activity, describing how it supports children's numeracy.	<b>A.D1</b> Produce a well-organised plan for an activity, explaining how it supports children's numeracy.
<b>Learning aim B: Carry out and communicate an activity to promote children's numeracy</b>		
<b>B.P2</b> Demonstrate the activity, making some links between the activity and numeracy and using some positive language.	<b>B.M2</b> Demonstrate the activity, making clear links between the activity and numeracy and promoting a positive experience.	<b>B.D2</b> Demonstrate the activity confidently, making clear links between the activity and numeracy and consistently promoting a positive experience.
<b>B.P3</b> Communicate clear instructions when demonstrating the activity.	<b>B.M3</b> Communicate using appropriate language to support children's numeracy when demonstrating the activity.	<b>B.D3</b> Communicate making effective use of language to support children's numeracy when demonstrating the activity.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- produce a clear, logical and sequential plan for the activity that explains why it has been chosen, why it is suitable for the target age group and how it will support children's numeracy
- include details of all resources required for the activity, all steps to follow to complete the demonstration and their order, with clear timings
- use their plan to successfully and confidently demonstrate the activity with no need for prompting or reminding, communicating clear instructions using appropriate language and tone of voice and promoting a positive experience throughout the activity, e.g. using encouraging language and praise
- clearly show how the activity will promote numeracy, e.g. by making clear links between the activity and aspects of numeracy.

**For merit standard**, learners:

- produce a clear plan for the activity, including reasons why it is suitable for supporting children's numeracy
- include clear instructions and most of the suitable resources to complete the activity, as well as some timings of steps
- use their plan to demonstrate the activity, communicating instructions using appropriate numerical language, showing links between the activity and numeracy and promoting a positive experience through using encouragement and praise, although this may not be sustained throughout
- demonstrate the activity with minimal prompting.

**For pass standard**, learners:

- develop a plan that identifies the chosen activity, listing some resources needed and outlining their reasons for choosing the activity
- carry out the planned activity in a set total time
- communicate the instructions for the activity, showing some links between the activity and numeracy, and using language to promote a positive experience on at least one occasion during the activity
- follow procedures to ensure a safe environment.

### Essential resources

For this unit, learners will need access to:

- a range of resources for developing a suitable activity, such as bricks, blocks, numeracy games and educational resources similar to those likely to be found in an early years setting
- the internet to carry out research into suitable activities.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners watch child development DVDs to identify young children being exposed to simple numerical concepts such as counting songs.

In groups, learners identify how many ways number comes into their day.

Learners explore a range of counting songs used with children and, in groups, make up a counting verse or rhyme to share.

**Suggested time:** about 6 hours.

### Activity: Number games

Learners use a carousel approach to explore different number activities and games set out on different tables. They produce evaluations for each game and determine the most appropriate age of child that each game would be suitable for.

**Suggested time:** about 6 hours.

### Activity: Vocabulary in numeracy

Learners write down as many words to do with numeracy as they can think of. They use 'think-pair-share' and remove any duplicated words. Learners develop a set of flash cards with a word on the front and an explanation or use of the word in a sentence on the back.

**Suggested time:** about 4 hours.

### Activity: Practical session

Learners develop posters of numeracy vocabulary or sets of flashcards that could be used with children.

Independent research into child development and numeracy.

**Suggested time:** about 6 hours.

### Activity: Develop learners' confidence in numeracy

In groups, learners make practical resources to encourage children's numeracy, e.g. a clock out of card, a shoe board for learning to tie shoelaces, an origami bird, a multiplication tables board.

They write reflective summaries after completing activities, e.g. how hard were they, did they feel challenged or nervous? Learners use tutor-led group discussion to link their reflections to experiences of numeracy in school. (Many learners may have a history of weakness in numerical activities and this may worry them – talk about the importance of building confidence and numerical awareness into early childhood.)

**Suggested time:** about 6 hours.

### Activity: Practical session

Learners plan and prepare activities and use group work to share ideas. They develop planning documents.

**Suggested time:** about 6 hours.

### Activity: Demonstrations

Learners demonstrate activities to small peer groups. They collect photographic evidence, peer assessment, tutor observation and self-evaluations.

**Suggested time:** about 6 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You will plan an activity to encourage young children's numeracy, making accurate use of numeracy contexts and understanding. In your plan, you must explain why you have chosen the activity and why it is suitable for young children. You must produce a full plan that includes the resources required for the activity, the steps to be followed (with timings and order) and the instructions to communicate to participants. You must also include the procedures to follow to ensure a safe environment for children.

You must demonstrate the activity to others, such as your tutor or peers, using your skills to communicate and encourage numeracy in young children. You must use your plan and communicate clear instructions in an appropriate tone of voice, making clear links between the activity and aspects of numeracy. You must show how you can use positive behaviours throughout the activity to encourage numeracy in young children. You must also show that you can follow correct safety procedures.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will plan and demonstrate a different activity to encourage numeracy in young children.



# Unit CfC10: Providing a Children's Creative Activity

Level: 1

Unit type: **Sector (Caring for Children Under Five)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop their skills in planning and implementing different types of creative activities suitable for young children.

## Unit introduction

Are you a creative person? Do you like painting, drama and crafts? Do you know why creative activities are provided to support children's creativity? Creative activities can help children develop their motor skills, their creativity, their social skills if they do the activity with others and can give them a sense of achievement.

If you are caring for young children in early years settings, it is important to know how creative activities may benefit them. In this unit, you will learn about different types of creative activities such as painting, modelling with playdough, drama and a variety of crafts. You will develop the skills to plan and set up activities safely. Participation in these activities will help you understand and state their benefits physically, intellectually, emotionally and socially. Finally, you will clear away a creative activity. You will develop your personal and problem-solving skills as well, as your ability to manage time when carrying out creative activities.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Solve problems when planning a children's creative activity
- B** Carry out a children's creative activity safely in a given timescale.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Solve problems when planning a children's creative activity	<ul style="list-style-type: none"> <li>• Factors to consider when planning a creative activity</li> <li>• Skills needed for setting up, participating in and clearing away creative activities for young children</li> </ul>	<ul style="list-style-type: none"> <li>• A plan in a suitable format.</li> <li>• Signed observation record with photographic evidence or video of learners carrying out the activity.</li> <li>• Logs completed by learners to record the skills used.</li> </ul>
<b>B</b> Carry out a children's creative activity safely in a given timescale		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Planning a creative activity for young children</li> <li>• Setting out a creative activity</li> <li>• Participating in a creative activity that could be available to young children in an early years setting</li> <li>• Managing safety</li> <li>• Clearing away after a creative activity</li> </ul>	<ul style="list-style-type: none"> <li>• Types of creative activities suitable for young children</li> <li>• Benefits of creative activities physically, intellectually, emotionally and socially</li> <li>• Health and safety procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Time management</li> </ul>

There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate language.</li> <li>• Present information in a logical sequence.</li> <li>• Use language, format and structure suitable for purpose and audience.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Solve simple problems involving ratio, where one number is a multiple of the other.</li> <li>• Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Factors to consider when planning a creative activity

- Types of creative activities, e.g. art, clay and dough, cooking, craft, gardening and music.
- Benefits of creative activities:
  - physically – gross motor skills, fine motor skills, hand-eye coordination, foot-eye coordination
  - intellectually – concentration, problem solving, communication
  - emotionally – sense of achievement, self esteem
  - socially – taking turns sharing resources, interacting with others, respect for others, confidence.
- Health and safety procedures to follow, e.g. using scissors, pins, glue, maintaining children's safety.
- Inclusive practice – considering the individual needs of children and their ability to participate.

#### Skills needed for setting up, participating in and clearing away creative activities for young children

- Planning, to include chosen creative activity, age and stage of development of children, resources needed, timings, health and safety considerations, equality of opportunity, how the activity will be carried out.
- Setting up, to include considering resources needed, gathering resources together, setting resources and equipment up safely, keeping to planned timings.
- Participating in activity, to include using resources and equipment correctly, being aware of own and children's safety, giving instructions in a way appropriate for children, positive behaviours, e.g. giving encouragement.
- Clearing away, e.g. disposal of waste material safely after the activity, personal protective equipment (PPE), cleaning work area and equipment, safe storage of resources.

#### Transferable skills

- Problem solving: identifying problems and planning appropriately to resolve problems, not giving up when faced with a problem, finding solutions to problems, thinking creatively, solving problems as they arise, e.g. using appropriate glue for the task.
- Time management: planning timings for each stage, e.g. setting up, clearing away, allowing enough time, remaining calm when working under pressure.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Solve problems when planning a children's creative activity</b>		
<b>A.P1</b> Produce a simple plan for a children's creative activity.	<b>A.M1</b> Produce a detailed plan for a children's creative activity, describing why the activity is appropriate.	<b>A.D1</b> Produce a well-organised plan for a children's creative activity, explaining why the activity is appropriate.
<b>A.P2</b> Identify some problems and ideas to resolve them when preparing for the creative activity.	<b>A.M2</b> Describe identified problems and make decisions to help resolve them.	<b>A.D2</b> Explain the issues caused by identified problems and how these can be resolved.
<b>Learning aim B: Carry out a children's creative activity safely in a given timescale</b>		
<b>B.P3</b> Carry out the planned creative activity safely within an agreed timescale.	<b>B.M3</b> Carry out the planned creative activity safely, meeting planned timings for most steps of the activity.	<b>B.D3</b> Carry out the planned creative activity confidently and safely, working effectively to meet agreed timings for each step.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- produce a detailed plan for their activity that explains why it is appropriate for young children, e.g. it is appropriate for the children's stage of development and how it will help their physical, intellectual, emotional or social development
- include in their plan full details of the type of activity and age of children it is appropriate for – the number of children, all resources and equipment needed (with amounts if appropriate), correct details of the safety procedures to follow (including use of PPE), all steps to be taken, with timings for each step
- explain in their plan the potential result of identified problems and realistic solutions to overcome them, e.g. they could plan to mix paint if there aren't enough colours
- use their plan to participate in and clear away the activity with no prompting, correctly selecting and using all resources and equipment, meeting agreed timings for each task, following safety procedures correctly and being respectful of others in the learning environment.

**For merit standard**, learners:

- produce a detailed plan describing the activity and giving some reasons why it is suitable. The plan will include clear details of all resources needed, the safety procedures to follow and the main steps to take, with timings
- include in their plan details of identified problems and decisions taken to resolve them
- follow the steps in their plan to set up, participate in and clear away the activity with minimal prompting, using resources and equipment correctly, meeting agreed timings for most tasks, correctly following safety procedures and showing a respectful attitude to others.

**For pass standard**, learners:

- produce a basic plan for the activity, including an outline of any safety issues, a list of the main resources needed, although there may be some gaps, and an indication of how long the activity will take
- identify in their plan any potential problems, with outline detail of ideas to resolve them
- use their plan to set up, participate in and clear away the activity with some prompting, correctly following health and safety procedures and carrying out the activity in the agreed time.

### Essential resources

For this unit, learners will need access to appropriate equipment, for example art and craft materials, cookery ingredients and equipment, gardening equipment, physical play equipment, musical instruments or equipment.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners list creative activities and identify the physical, intellectual, emotional and social benefits of each.

Learners create a poster, resource file or web page to display this information to assist them in developing an activity plan.

**Suggested time:** about 4 hours.

### Activity: Clay and dough

Learners discuss health and safety considerations when carrying out a creative activity, for example learners work in groups to experience making playdough, stretchy dough and clay. They discuss the different textures and which they prefer, while considering the benefits to children and the health and safety considerations.

**Suggested time:** about 4 hours.

### Activity: Paint and print

Learners discuss how to set up a creative activity and consider how to support the participation of all the children.

In small groups, learners take part in a paint and print workshop. They set up the activities and participate in them and then discuss the activities offered, considering the benefits of the activities to children.

Learners consider the health and safety procedures for this activity.

**Suggested time:** about 4 hours.

### Activity: Collage

Learners discuss how to clear away an activity.

In pairs, learners take part in a variety of collage workshops. They set up the activities and participate in them and then discuss the activities offered, considering the benefits to children.

Learners consider the health and safety procedures for this activity.

Learners clear away activity at the end of the session.

**Suggested time:** about 4 hours.

### Activities: Cooking

Learners discuss the adult role in creative activities.

Learners experience a variety of cookery activities in a workshop. They set up the activities and participate in them and then discuss the activities offered, considering the benefits to children.

Learners consider the health and safety procedures for this activity.

Learners clear away activity at the end of the session.

**Suggested time:** about 4 hours.

**Activity: Gardening**

Learners discuss activity plans and the information required to create one.

Learners experience a variety of gardening activities in a workshop. They set up the activities and participate in them and then discuss the activities offered, considering the benefits to children.

Learners consider the health and safety procedures for this activity.

Learners clear away activity at the end of the session.

**Suggested time:** about 4 hours.

**Activity: Music**

Learners complete an activity plan for their chosen activity.

Learners experience a variety of musical activities in a workshop. They set up the activities and participate in them and then discuss the activities offered, considering the benefits to children.

Learners consider the health and safety procedures for this activity.

Learners clear away activity at the end of the session.

**Suggested time:** about 4 hours.

## **Suggested assessment activity**

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### **Suggested scenario**

You will produce a plan for a creative activity suitable for young children that explains the activity and why it is appropriate for this age group. It will include details of the tasks and steps involved in setting up, carrying out and clearing away the activity, the safety procedures to follow, including use of PPE, and the resources required, with amounts (if appropriate).

You will carry out the creative activity to an agreed timescale. You will use your plan and carry out all steps, meeting agreed timings for each task and completing the activity in the agreed timescale. You will follow all relevant safety procedures correctly and develop realistic solutions to successfully solve problems.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will plan and demonstrate a different creative activity.

# Unit CfC11: Providing a Children's Physical Activity

Level: 1

Unit type: **Sector (Caring for Children Under Five)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop their knowledge of physical activities for children and their skills to keep them safe and encourage them to take part when providing activities.

## Unit introduction

What physical activities did you enjoy when you were a child? Children really enjoy running around, jumping and balancing. Physical activities help children to remain a healthy weight and develop strong muscles and bones. Children also can become more confident by taking part in physical activities. It is essential that all physical activities are safe for children. This is because accidents happen if children are trying to do activities that are too difficult for them.

In this unit, you will learn about suitable physical activities for children of different ages and how to provide activities that will keep them safe. You will demonstrate a physical activity that will develop your skills in keeping children safe and encouraging children to join in. Demonstrating the activity will help you to extend your communication and problem-solving skills.

The skills and knowledge you develop in this unit will help you progress to Level 2 qualifications in children's care and education, where providing physical activities for children is covered in more detail. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Solve health and safety issues when preparing a children's physical activity
- B** Demonstrate a physical activity suitable for young children.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Solve health and safety issues when preparing a children's physical activity	<ul style="list-style-type: none"> <li>Factors to consider when selecting physical activities for children</li> <li>Skills for providing physical activities for children</li> </ul>	<ul style="list-style-type: none"> <li>A simple risk assessment of the activity.</li> <li>Records of discussion with tutor about safety issues.</li> <li>Signed observation records with video or photographic evidence of learners carrying out activity.</li> <li>Logs kept by learners to record skills used and health and safety issues.</li> </ul>
<b>B</b> Demonstrate a physical activity suitable for young children		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>Selecting physical activities for children at different ages</li> <li>Recognising hazards and assessing risk to manage own and children's safety</li> <li>Encouraging participation and ensuring inclusion</li> <li>Supervising children</li> <li>Observing children</li> </ul>	<ul style="list-style-type: none"> <li>Types of physical activities for children 0–2 years</li> <li>Types of physical activities for children 3 years to 4 years 11 months years</li> <li>Planning safe activities for children</li> <li>How to support children in physical activities</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Communication</li> </ul>

**There are opportunities to develop functional skills in this unit:**

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>Present information/points of view clearly and in appropriate language.</li> </ul>



## Unit content

### Knowledge and sector skills

#### Factors to consider when selecting physical activities for children

- Types of physical activities, e.g. those for large limb movements, those for small hand movements, those for hand-eye coordination.
- Physical abilities of children at different stages, to include 0–6 months, 6–12 months, toddlers, 3 years to 4 years 11 months
- Types of physical activities for babies aged 0–6 months, e.g. baby gym, floor play, rattles, squeaky toys.
- Types of physical activities for babies aged 6–12 months, e.g. musical toys, posting boxes, tunnels to crawl through, trolleys with bricks.
- Types of physical activities for toddlers, e.g. dough, stacking beakers, bricks, action songs, sit and ride toys, tricycles, slides, moving to music, throwing a small ball, digging in sand.
- Types of physical activities for children aged 3 years to 4 years 11 months years, e.g. parachute games, scooters, action songs, dancing to music, climbing, swinging, balancing on a low beam, using a bat, catching a large ball, digging, obstacle course.

#### Skills for providing physical activities for children

- Preparing the activity, to include ensuring the activity is appropriate for the age and stage of development of the children, making sure there is sufficient space, number of children taking part and number of adults to supervise, making sure there are sufficient resources and equipment, considering the physical abilities of all the children taking part.
- Encouraging participation, to include:
  - explaining the activity to children, e.g. aim of activity, demonstrate the activity to the children, safety rules
  - encouraging the children to join in, e.g. by joining in the activity with the children, making the activity fun, showing enthusiasm, praising children's efforts, ensuring all children are involved, recognising if children are having difficulty with the activity and helping them by adapting the activity, e.g. simplifying the task, providing different resources.

### Transferable skills

- Problem solving: resolving safety issues, ensuring enough space for activity and enough adults to supervise children during activity, identifying hazards and risks, minimising risks (types of accidents that could occur and how to prevent them), using appropriate safety equipment.
- Communication: giving clear instructions, explaining aim of activity, safety rules, tone of voice, e.g. encouraging, using language appropriate to stage of children's development.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Solve health and safety issues when preparing a children's physical activity</b>		
<b>A.P1</b> Identify health and safety issues and suggest ways to resolve them when preparing a children's physical activity.	<b>A.M1</b> Describe health and safety issues and make decisions to resolve them when preparing the activity.	<b>A.D1</b> Explain health and safety issues and how these can be resolved when preparing the activity.
<b>Learning aim B: Demonstrate a physical activity suitable for young children</b>		
<b>B.P2</b> Demonstrate an appropriate physical activity for young children, using some skills to encourage participation.	<b>B.M2</b> Demonstrate the activity using relevant skills to encourage participation.	<b>B.D2</b> Demonstrate the activity, consistently using skills to encourage participation.
<b>B.P3</b> Communicate clear instructions when demonstrating a physical activity for children.	<b>B.M3</b> Communicate clear instructions when demonstrating the activity using appropriate language.	<b>B.D3</b> Communicate instructions confidently and effectively when demonstrating the activity.

## Essential information for tutors

### Essential information for assessment decisions

**For distinction standard**, learners:

- prepare a safe physical activity suitable for children aged 3 years to 4 years 11 months. They give full details of all safety issues associated with the activity and the problems that could arise if they aren't met, with an explanation of ways to resolve them that are suitable and correct, e.g. making sure that there is enough space for children to carry out the activity, explaining what could happen if the space for children to carry out the activity is insufficient, showing how the activity can be adapted if there isn't enough space
- demonstrate the physical activity with little hesitation, giving clear instructions using appropriate verbal and non-verbal language so that others can understand how to carry out the activity. Learners show how the children will be involved in the activity
- communicate with little hesitation when presenting information, with no need for prompting or reminding
- show how children's safety will be managed through following all correct procedures with no prompting
- show throughout their demonstration how children will be involved and encouraged to take part in the activity, e.g. showing how children's efforts will be praised, recognising if anyone is having difficulty and offering help.

**For merit standard**, learners:

- prepare a safe physical activity suitable for children aged 3 years to 4 years 11 months. They correctly describe safety issues and the decisions taken to resolve them, with reasons for why they are appropriate, e.g. showing how an activity can be adapted if there isn't enough space
- demonstrate the physical activity with minimal prompting, communicating clear instructions using appropriate verbal language that others can understand and which shows how the children will be involved in the activity
- follow correct safety procedures with minimal prompting
- demonstrate at least three instances of how they would encourage children to take part in the activity, such as praising their efforts.

**For pass standard**, learners:

- prepare a safe physical activity for children aged 3 years to 4 years 11 months. They identify any safety issues involved in the activity, with outline detail of suggested appropriate ways to resolve them
- demonstrate the physical activity with some prompting, communicating clearly when presenting information and briefly describing how the children will take part in the activity
- follow correct safety procedures with some prompting
- demonstrate at least one instance of how they would encourage children's participation.

### Essential resources

For this unit, learners will need access to resources to demonstrate a physical activity for children.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners are asked to think about physical play activities they have seen children involved in. As part of whole-group discussion, learners share their experiences and consider the physical abilities of the children taking part.

Learners attend a talk by a guest speaker, for example an early years practitioner, about why it is important to know the physical abilities of children when providing physical activities for them. Learners prepare questions about the types of physical activities they provide for children of different ages.

**Suggested time:** about 4 hours.

### Activity: Physical abilities of children

In groups, learners research the physical abilities of children, including both large limb movements and small hand movements, using textbooks and the internet. Each group research a different age group (0–6 months, 6–12 months, toddlers and 3 years to 4 years 11 months). Learners present their findings to the other groups using PowerPoint® or paper-based materials.

**Suggested time:** about 2 hours.

### Activity: Physical activities for babies 0–6 months and 6–12 months

Learners look at DVDs of babies under one involved in physical activities.

They must think about:

- whether the activities are suitable for the physical abilities of the babies
- what resources are used
- how the babies are kept safe in the activities
- how the adults encourage the babies.

In groups, learners discuss the suitability of the activities and the adult support given.

Learners compile a list of suitable physical activities for babies under one year.

**Suggested time:** about 2 hours.

### Activity: Physical activities for toddlers and children aged 3 years to 4 years 11 months

Learners visit an early years setting to observe how indoor and outdoor physical activities are provided for toddlers and children aged 3 years to 4 years 11 months.

They need to take note of:

- the number of children taking part
- any safety rules
- how the children are supervised
- how all children are encouraged to be involved.

As part of a whole-group discussion, learners consider the skills needed when providing physical activities for children.

**Suggested time:** about 4 hours.

**Activity: Demonstration of a physical activity**

Learners and tutors role play action songs or parachute games for children aged 3 years to 4 years 11 months and consider how to use communication skills and manage safety in physical activities. For example, tutors introduce the activity to learners who role play being children aged five years old. Tutors:

- explain the activity and safety rules
- encourage all members of the group to take part
- praise participation and efforts.

As part of whole-group discussion following the role play, learners consider the importance of effective communication skills for successful physical activities.

**Suggested time:** about 2 hours.

**Activity: How to solve problems when providing physical activities**

In groups, learners use case study scenarios of children involved in different physical activities and decide how to solve problems with children who are not joining in or having difficulty with the activity.

They compare ways to solve the problems using whole-group discussion.

**Suggested time:** about 2 hours.

**Activity: Planning physical activities for babies**

In small groups, learners select and plan a series of physical activities for either babies aged 0–6 months or 6–12 months and present their ideas to the group.

The whole group could contribute to peer assessment, including:

- the suitability of the activities for the abilities of the babies
- the suitability of any resources selected
- assessment of risks
- how safety would be managed.

**Suggested time:** about 2 hours.

**Activity: Providing a physical activity for children**

Learners could work in small groups to select and demonstrate a physical activity for children aged 3 years to 4 years 11 months to the whole group.

The whole group could contribute to peer assessment, including:

- the suitability of the activity for the age of the children
- how risk was assessed
- how safety was managed
- how participation was encouraged
- the effectiveness of the communication.

**Suggested time:** about 4 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You are required to select and demonstrate a physical activity that would be suitable for children aged 3 years to 4 years 11 months. You must select an activity that is safe for the number of children taking part. You must ensure that there would be enough space for the activity and that it has been assessed for risks. You must show you are aware of the adult-to-child ratio required to supervise the activity.

You must demonstrate the activity and communicate clearly to explain instructions for the activity, encourage participants to join in, supervise participants to keep them safe, offer praise and ensure that everyone is involved. You must show you can recognise when anyone is having difficulty with the activity, and offer help and encouragement.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

You will select and demonstrate a different activity suitable for children aged 3 years to 4 years 11 months or a physical activity suitable for children aged 6–12 months.

# Unit CfC12: Supporting Children's Learning Through Everyday Experiences

Level: 1

Unit type: **Sector (Caring for Children under Five)**

Guided learning hours: **40**

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## Unit in brief

Learners will develop their knowledge and skills to support children's learning through everyday experiences. They will also develop their skills in presenting information.

## Unit introduction

Did you know that children do not always need expensive toys, books or computers to learn? Children are able to learn if they are involved in everyday experiences with adults. The adult is important as they need to talk to children and ask them questions to help them learn.

In this unit, you will learn about everyday experiences that can support children's learning and how adults can support children's learning through these experiences. You will consider how everyday activities can help children to learn language, literacy, numeracy and self-help skills. You will develop skills in supporting children to learn during everyday experiences, through encouragement and asking questions. You will also develop your skills in planning and presenting information to others.

The skills and knowledge you develop in this unit will help you progress to Level 2 qualifications in children's care and education, where supporting children's learning is covered in more detail. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

## Learning aims

In this unit you will:

- A** Recognise opportunities to support children's learning through everyday experiences
- B** Present information to support children's learning through everyday experiences.

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Recognise opportunities to support children's learning through everyday experiences	<ul style="list-style-type: none"> <li>• How to support children's learning in everyday experiences</li> <li>• How everyday learning experiences support children's learning</li> </ul>	Evidence can include: <ul style="list-style-type: none"> <li>• written plans</li> <li>• posters</li> <li>• presentation slides</li> <li>• storyboards.</li> </ul>
<b>B</b> Present information to support children's learning through everyday experiences		
<b>Key teaching areas include:</b>		
Sector skills	Knowledge	Transferable skills
<ul style="list-style-type: none"> <li>• Selecting appropriate experiences for children under five years</li> <li>• Using everyday experiences to support learning</li> <li>• Assessing risk and managing children's safety</li> <li>• Encouraging children's learning and ensuring inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Age-appropriate everyday experiences and how everyday experiences support learning</li> <li>• Role of the adult in supporting learning</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting information</li> </ul>

There are opportunities to develop functional skills in this unit:

Functional skills	
<b>English</b>	<ul style="list-style-type: none"> <li>• Present information/points of view clearly and in appropriate language.</li> <li>• Present information in a logical sequence.</li> <li>• Use language, format and structure suitable for purpose and audience.</li> </ul>



## Unit content

### Knowledge and sector skills

#### How to support children's learning in everyday experiences

- How children learn, to include through observation, communication, repetition, replicating information learned.
- Encouraging children to join in, to include giving verbal praise, positive encouragement, e.g. choosing the next activity, eating the biscuits they have made.
- Supporting children's language, e.g. by listening to and communicating with children, introducing new words, providing a commentary.
- Supporting children's understanding, e.g. by asking the children questions and encouraging them to ask questions, who, what, where, how, when.
- Ensuring children's safety, e.g. by ensuring the experience and any resources or equipment is age-appropriate, assessing risks, checking hazards

#### How everyday learning experiences support children's learning

- Recognising and selecting types of everyday experiences that can support children's learning, to include:
  - identifying opportunities to support children's learning
  - identifying what children will learn from the everyday experience
  - how to use the everyday experience to support children's learning, e.g. linking children's learning to daily routine, personal care routine, communicating with child, listening, using repetition.
- Learning that is supported by everyday experiences, to include:
  - supporting numerical skills, e.g. encouraging children to weigh, count, measure when cooking and preparing food, going shopping, counting bulbs to plan when gardening
  - introducing children to new words, e.g. new words for ingredients when cooking, new words for body parts when getting dressed, discovering new insects when gardening
  - matching items by colour, size, shape, e.g. matching socks, garments of same colour when doing laundry, sorting toys by colour, size and shape
  - spatial awareness, e.g. when helping to tidy up, putting shopping away
  - self-help skills, e.g. learning new fastenings when getting dressed, personal care routines
  - developing memory, e.g. remembering where things belong when putting shopping away, helping to tidy up, remembering way to familiar places, remembering words, names
  - learning about the environment, e.g. how food grows, the weather, by introducing objects into the home, e.g. pine cones, shells.

### Transferable skills

- Presenting information: showing links between everyday experience and learning, e.g. clear written presentation skills, visual presentation skills, e.g. diagrams, storyboards, use of illustrations, colour, verbal presentation skills, e.g. speaking clearly, using clear and appropriate language, appropriate tone of voice.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Recognise opportunities to support children's learning through everyday experiences</b>		
<b>A.P1</b> Identify some opportunities to support children's learning through everyday experiences.	<b>A.M1</b> Select appropriate opportunities to support children's learning through everyday experiences and outline how these can support children's learning.	<b>A.D1</b> Select different opportunities to support children's learning through everyday experiences and explain how these can support children's learning.
<b>Learning aim B: Present information to support children's learning through everyday experiences</b>		
<b>B.P2</b> Present information on how children's learning can be supported by everyday experiences.	<b>B.M2</b> Present clear information on how different aspects of children's learning can be supported by everyday experiences.	<b>B.D2</b> Present well-organised information on how different aspects of children's learning can be supported by different everyday experiences.

## Essential information for tutors

### Essential information for assessment decisions

#### For distinction standard, learners:

- produce detailed and well-organised information about how different everyday experiences can be used to support different aspects of children's learning, including at least six opportunities
- organise information so that links among the aspect of children's learning, the everyday experience and how children can be supported to learn are clear
- give details of what children could learn from the experiences, e.g. going shopping can help children to develop numerical skills through counting, matching sizes of objects, learning new words for different types of food etc.
- include details of how any resources could be used to support children's learning during the experience, e.g. matching clothes when doing laundry can help children to match colours, size
- explain how the adult can support children to learn from the experiences, e.g. by communicating with children to encourage and involve them, repeating words with children, listening to children, observing children to see what they have learned, giving praise, ensuring that experience and any resources used are age-appropriate and therefore safe for children

#### For merit standard, learners:

- produce clearly presented information about how different aspects of children's learning can be supported through at least five everyday experiences
- give outline detail of what the children will learn from the everyday experiences, e.g. going shopping can support children to learn how to count, match objects, learn new words
- outline how any relevant resources could be used to support children's learning, e.g. children can match clothes while helping with laundry
- describe how the adult can help children learn from the experiences, e.g. by involving them and getting them to join in an activity such as tidying up, asking the children or giving a commentary to them about where things belong, giving praise when the children have tried something new

#### For pass standard, learners:

- present information about how children's learning can be supported through at least four everyday activities – although the four experiences must be different, they may support the same aspect of children's learning
- list the four experiences and what children could learn from them
- include brief information about how the adult can help children learn from the experiences such as communicating with them to involve them in the experience
- include brief information about how resources can be used to help children learn from the experiences.

## Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

### Introduction to unit

Learners are asked to think about everyday experiences that take place when caring for children in a home environment. In groups, learners consider how the children could be involved in the experiences.

Learners attend a talk given by a guest speaker, e.g. a childminder, about their daily routine with the children they care for. Learners prepare questions about the children's involvement in everyday experiences and what they gain from those experiences.

**Suggested time:** about 3 hours.

### Activity: How children learn

In groups, learners research children's learning from 2 years to 4 years using textbooks and the internet.

They must think about how children:

- use language and communicate at 2 years, 3 years and 4 years
- learn at 2 years, 3 years and 4 years.

They use whole-group discussion to compare findings.

**Suggested time:** about 2 hours.

### Activity: Everyday experiences children can be involved in

In small groups, learners devise a list of everyday experiences that children aged 2 years to 4 years could be involved in, including experiences that happen routinely every day and those that occur less often.

They must think about experiences that would be:

- safe for the children
- age-appropriate.

As part of a whole-group discussion, each group contributes to an overall list of appropriate experiences.

**Suggested time:** about 3 hours.

### Activity: Everyday experiences – demonstration

Learners think about the learning opportunities for children in an everyday experience, for example tutors demonstrate how children could be involved with setting the table, exemplifying:

- what the children would be asked to do
- how the children could be encouraged
- the types of questions to ask the children during and after the experience.

In groups, learners discuss how learning could be supported. They will need to consider:

- numeracy learning opportunities
- language learning
- self-help skills.

Learners use whole-group discussion to compare findings.

**Suggested time:** about 2 hours.

**Activity: Learning opportunities provided by shopping in a supermarket**

Learners undertake a supervised visit to a supermarket to consider how children's learning could be supported.

In groups, learners focus on how to support learning in different departments, for example bakery, fruit and vegetables.

They need to consider opportunities for:

- learning new words
- counting, measuring, weighing
- recognising letters or words
- learning about the environment
- developing memory.

Learners use whole-group discussion, following the visit, to compare findings.

**Suggested time:** about 4 hours.

**Activity: Considering learning opportunities in everyday experiences**

In groups, learners decide how children's learning could be supported in the different everyday activities included in the overall list, see *Activity: Everyday experiences children can be involved in*.

Learners present their findings to the other groups using PowerPoint® or paper-based materials.

**Suggested time:** about 4 hours.

**Activity: Observing how learning can be supported in everyday activities**

Learners visit an early years setting to observe how learning is supported in everyday activities.

They need to take note of:

- what everyday activities the children are involved in
- how the adults support learning through encouragement
- how questioning is used to support learning.

In groups, learners discuss how learning was supported.

**Suggested time:** about 4 hours.

**Activity: Using questions to support children's learning in everyday activities**

In groups, learners look at case study scenarios of children involved in different everyday activities and devise questions they will ask the children they are working with to support their learning.

They need to think about who, what, where, how and when questions.

Learners present their questions to the group for peer assessment.

**Suggested time:** about 2 hours.

**Activity: Making sandwiches**

Learners work in groups to plan to make sandwiches suitable for children.

They need to consider:

- opportunities to develop self-help skills
- how children will be kept safe
- appropriate resources
- new words
- learning about food
- developing memory
- developing skills to spread, cut
- counting, measuring.

Learners demonstrate to peers how they would support children's learning during the experience for peer assessment.

**Suggested time:** about 3 hours.

## Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

### Suggested scenario

You are going to look after a friend's four-year-old daughter for a whole day and you are required to select everyday experiences that could support her learning. You need to select and present clear information, including how her learning could be supported by everyday experiences that could occur during the day. You need to include what the experiences are, what she could learn from them and how you will support her learning, with details of how you would use any available resources, and ensure her safety.

**If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.**

On another occasion, you are taking your two-year-old nephew out for a day, you must present information about appropriate everyday experiences that could support his learning.

## 4 Planning your programme

### How do I choose the right BTEC Introductory qualification for my learners?

BTEC Introductory qualifications come in two sizes, the Certificate and the Diploma, each with a specific purpose. You will need to assess learners carefully to ensure that they start on the right size of qualification to fit into their study programme. Some learners might start on the Certificate size and then progress to the larger Diploma. They may then progress to a BTEC Level 2 qualification. Learners who have a clear idea of the sector they would like to study, could start on the Diploma qualification. Both sizes allow for learners to take complementary qualifications such as maths and English alongside their BTEC Introductory qualification.

It is not advised that learners take two Certificate qualifications from different sectors. If learners want to study across two or more sectors, then you should consider offering a Pearson BTEC Level 1 Introductory Vocational Studies Certificate or Diploma. The Vocational Studies qualifications give learners a flavour of a number of different vocational sectors. When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### Is there a learner entry requirement?

There are no formal entry requirements but all learners recruited should be able to access a Level 1 programme. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level.

Learners are most likely to succeed if they:

- have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment
- are willing to improve their maths and English skills.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications, this is so that they are ready to assess learners and so that we can provide the support that it is needed.

Further information is given in *Section 7*.

### What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for tutors but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for progression.

### What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver the qualifications. For some units, specific resources are required.

### Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Introductory units using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including some direct instruction in classrooms or vocational environments, practical work, group- and peer work, private study and e-learning.

## Support

It is important that you give learners opportunities for learning that are active, engaging and directly relevant to their study. To support you in this, each unit has delivery guidance and suggestions for the summative assessment activity.

### What support is available?

We will provide a generic delivery guide which will give suggestions for how to deliver the core units and the transferable skills across the suite. This will be available to download on our website.

To support you in planning your assessments you will be allocated a Standards Verifier early on in the planning stage. See *Section 7* for further details.



# 5 Assessment

## Introduction

All units in this specification are internally assessed and externally verified.

In administering assessments, you, as the centre, need to be aware of the specific procedures and policies that apply, for example for registration, entries and results. Information with signposting to relevant documents is given in *Section 7*.

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of your assessment team need to refer to this document.

For BTEC Introductory qualifications it is important that you can meet the needs of learners by providing a programme that is practical and which will develop transferable and sector skills in a vocational context. Centres can tailor programmes to meet local needs and use links with local organisations and the wider vocational sector.

We have addressed the need to ensure that the time allocated to final assessment of internal units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners.

## Principles of internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, explained in *Section 3*, and the requirements for delivering assessment.

In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

## Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit or part of the unit, has been delivered. An assignment may take a variety of forms, including practical and written types and can be split into tasks. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, tutors.

An assessment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that the learner needs to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

## Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Introductory qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, and sector- and transferable skills appropriate to the purpose of qualification.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to 'describe' and the related P criterion requires the learner to 'outline', then to satisfy the M criterion a learner will need to cover both 'outline' and 'describe'. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 1 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as having an Unclassified grade. See *Section 8* for further information on grading.

## The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) for the BTEC Introductory suite has overall responsibility for the programme across all sectors delivered in their centre. The Lead IV ensures the record keeping, assessment and internal verification meet our requirements and liaise with our Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

## **Effective organisation**

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

## **Learner preparation**

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

## Setting effective assignments

### Setting assignments

In setting your assignments, you need to work with the guidance given in the *Essential information for tutors* section of a unit. This section gives you information on assessment decisions, with suggested scenarios for assessments. In designing your own assignment briefs you should bear in mind the following points.

- We recommend that you create a single assignment for the whole unit that incorporates skills and related content. This assignment may be broken into tasks.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or a visit to an organisation, then they will address all the relevant range of content that applies in that instance.

### Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of their ability.

An assignment brief should have:

- a vocational scenario or context, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally that could be set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

## Forms of evidence

BTEC Introductory units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information to suggest what would be suitable forms of evidence and to give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2* but some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- recordings of role play, interviews and other activity
- work logbooks, reflective journals.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care in ensuring that learners produce independent work.

## Making valid assessment decisions

### Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 6*.

### Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the explanation of key terms in *Appendix 1*
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass, Merit and Distinction criteria all relate to individual learning aims.

### Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

### Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence.

## Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, having met the initial deadline. For example, that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement or have submitted work that is not authentic.

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).

## Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can quality assure that national standards are being satisfied.

The Lead IV should have an assessment plan, produced as a spreadsheet. When producing their plan the assessment team may wish to consider:

- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how resubmission dates can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.



# 6 Administrative arrangements

## Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

## Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. Refer to our *Information Manual* (available on our website) for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

## Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are 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 for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

## Administrative arrangements for internal assessment

### Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. We may ask to audit your records so they must be retained as specified.

### Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and Appeals about Pearson Vocational Qualifications*.

## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see *Centre Guidance: Dealing with Malpractice*, available on our website.

Note that the procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed. There is no external assessment in this qualification.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Tutor/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, on our website.

In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

## Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

## Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

## Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

# 7 Quality assurance and centre approval

## Centre and qualification approval

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

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

## Continuing quality assurance and standards verification

We produce the *Pearson Quality Assurance Handbook* on an annual basis. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Introductory qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality-assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for any BTEC Introductory programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 8 Understanding the qualification grade

This section explains the rules that we apply in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number units, the core units along with the sector units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

### Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with Ofqual requirements.

#### Eligibility for an award

To achieve any qualification grade, learners must:

- complete and report an outcome for all units within a valid combination (NB: Unclassified (U) is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold, and
- achieve sufficient Guided Learning Hours at Pass or above, see table below.

Qualification	Required Guided Learning Hours at Pass or above
Certificate	140
Diploma	280

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve sufficient points for a Diploma may be eligible to achieve a Certificate in the same suite provided they have completed the correct combination of units, met the appropriate qualification grade points threshold and have met the requirement for guided learning a Pass or above.

#### Calculation of the qualification grade

The qualification grade is an aggregation of a learner's unit level performance. The BTEC Introductory suite comprises Level 1 qualifications which are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate	P to D
Diploma	PP to DD

The *Calculation of Qualification Grade* table, shown further on in this section, indicates the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full information of this process.



### Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	40 GLH
<b>U</b>	0	0
<b>Pass</b>	6	8
<b>Merit</b>	12	16
<b>Distinction</b>	18	24

### Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of Qualification Grade* table for the cohort

### Calculation of qualification grade

Applicable for registration from 1 September 2016.

Certificate		Diploma	
180 GLH		360 GLH	
Grade	Points threshold	Grade	Points threshold
U	0	U	0
P	36	PP	72
		MP	96
M	60	MM	120
		DM	158
D	96	DD	196

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2016

**Example 1: Achievement of a Certificate with a D grade**

	GL	Grade	Unit points
Unit 1	30	Distinction	18
Unit 2	30	Pass	6
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
<b>Totals</b>	<b>180</b>	<b>D</b>	<b>96</b>

The learner has sufficient points for a D grade

**Example 2: Achievement of a Certificate with a P grade**

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 5	40	Pass	8
Unit 6	40	Pass	8
Unit 7	40	Pass	8
<b>Totals</b>	<b>180</b>	<b>P</b>	<b>36</b>

The learner has met the minimum requirement for 140 GL at Pass or above

The learner has sufficient points for a P grade

**Example 3: A Certificate graded Unclassified**

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 5	40	Distinction	16
Unit 6	40	U	0
Unit 7	40	Pass	8
<b>Totals</b>	<b>180</b>	<b>U</b>	<b>42</b>

The learner has a U in Units 1 and 6

The learner has sufficient points for M but has not met the minimum requirement for 140 GL at Pass or above

**Example 4: A Diploma graded Unclassified**

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	Pass	8
Unit 6	40	U	0
Unit 7	40	U	0
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Distinction	24
<b>Totals</b>	<b>360</b>	<b>U</b>	<b>110</b>

The learner has not met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for MP but has not met the minimum requirement for 280 GL at Pass or above

**Example 5: Achievement of a Diploma with a DD grade**

	GL	Grade	Unit points
Unit 1	30	Merit	12
Unit 2	30	Merit	12
Unit 3	30	Distinction	18
Unit 4	30	Distinction	18
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Merit	16
<b>Totals</b>	<b>360</b>	<b>DD</b>	<b>196</b>

The learner has sufficient points for a DD grade

**Example 6: Achievement of a Diploma with a PP grade**

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	U	0
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Unit 8	40	Pass	8
Unit 9	40	Merit	16
Unit 10	40	Pass	8
<b>Totals</b>	<b>360</b>	<b>PP</b>	<b>72</b>

The learner has met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for a PP grade

## 9 Resources and support

Our aim is to give you support to enable you to deliver BTEC Introductory qualifications with confidence. You will find resources to support teaching and learning, and professional development on our website.

### Support for setting up your course and preparing to teach

#### Delivery Guide

The free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Introductory qualifications (for example how to deliver and assess transferable and sector skills). It covers guidance on assessment and quality assurance and includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- textbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

### Support for assessment

#### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

## Training and support from Pearson

### People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your BTEC Nationals. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Introductory qualifications. The sector-specific events, developed and delivered by specialists, are available both face to face and online.

# Appendix 1 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Accurate	Perform processes and procedures without error.
Appropriate	Suitable for purpose or audience.
Clear	Can be easily and correctly understood by an audience.
Coherent	Logically consistent.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes.
Consistent	Able to reliably repeat an action that progresses towards achieving an aim.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear account that includes all the relevant features and characteristics – ‘painting a picture with words’.
Detailed	Covering a range of factors.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Explain	Work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. Learners can show comprehension of origins, functions and objectives of a subject and its suitability for purpose.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Outline	Learners’ work, performance or practice provides a summary or overview or a brief description.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Relevant	Clearly relates to or has clear links with a topic or practice, or is suitable for practice.
Review	Assess formally, appraising existing information or prior events with the intention of instituting change if necessary.

<b>Term</b>	<b>Definition</b>
Show	Learners' work, performance or practice presents evidence using knowledge, understanding and skills.
Simple	Learners list or give outline detail of main points or completes a task requiring only basic skills.
State	Learners express the condition of, or facts about something definitely or clearly.

This is a key summary of the types of evidence used for BTEC Introductory Suite of qualifications.

<b>Type of evidence</b>	<b>Definition and purpose</b>
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill development.
Performance	A defined and constrained opportunity to perform, to show skills in a structured context and where the focus is on the skills/process rather than the specific outcome.
Plan	A proposal that gives details for doing or achieving something.
Observation records	An observation record is used to provide a formal record of an assessor's judgement of learner performance.
Review	A reflective account of an activity or performance.





Pearson BTEC Level 1 Introductory Certificate in Caring for Children

Pearson BTEC Level 1 Introductory Diploma in Caring for Children

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