

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 2 Award in Babysitting  
QN: 600/0420/4**

**NCFE CACHE Level 2 Award in Preparation for  
the Responsibilities of Parenting  
QN: 600/0421/6**

**NCFE CACHE Level 2 Certificate Introducing  
Caring for Children and Young People  
QN: 600/0336/4**

**NCFE CACHE Level 2 Diploma Introducing  
Caring for Children and Young People  
QN: 603/3477/0**

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## Summary of changes

This section summarises the changes to this Qualification Specification since the last version (Version 11.0 July 2018)

Version	Publication Date	Summary of amendments
v12.0	November 2018	<p>The addition of the new qualification – Level 2 Diploma Introducing Caring for Children and Young People.</p> <p>The addition of 9 units:</p> <ul style="list-style-type: none"> <li>• Unit 10 Supporting children’s development</li> <li>• Unit 3.13 Support children with additional needs</li> <li>• Unit 11 Use observation, assessment and planning</li> <li>• CFC 18 Investigating a vocational area</li> <li>• Unit 1.3 Support physical care routines for children</li> <li>• Unit 12 Support children’s positive behaviour</li> <li>• Unit 3.8 Understand how to plan to meet the needs of the developing child</li> <li>• Unit 6 Supporting children’s play</li> <li>• EYP 11 Support the needs of babies and small children with Special Educational Needs and Disability</li> </ul>
v12.1	April 2019	<a href="#">Safeguarding guidance</a> added
v12.2	February 2020	Information regarding the wellbeing and safeguarding of learners added to <a href="#">Resources</a> .
V12.3	September 2020	Clarification on mandatory and optional unit groups on pages <a href="#">27</a> and <a href="#">28</a> .

# Section 1:

## General introduction

### About this Qualification Specification

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

How the qualifications work

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

Each unit has:

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

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

Example outcomes are laid out in Assessment (UARs) in

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List <b>categories</b> of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

shows how and criteria in the Unit Records Section 3

### Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises the following two elements:

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

Guided Learning (GL)

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

### Recognition of Prior Learning (RPL)

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

### Credit transfer

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



### Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our Centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications [register.ofqual.gov.uk](https://register.ofqual.gov.uk) and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

## Understanding learning outcomes

There are two main types of learning outcome:

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

Sometimes they can cover a combination of the two.

### **Competence/Skills-based learning outcomes:**

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role **within** a real work environment.

### **Knowledge based learning outcomes:**

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge-based and do not need to be in the context of a work role).



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

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

### Our website

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

### The Public Website

The NCFE website contains information about all our qualifications, and also a link to the NCFE website which contains:

- Key Facts
- Qualification Specifications

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

- Complaints Procedure
- Appeals Process
- Diversity Statement

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

### The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

## Plagiarism

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

### **Buying and selling assignments**

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

## Equal opportunities

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

## Diversity, access and inclusion

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

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

# Section 2:

## About these qualifications

Level 2 Award in Babysitting Qualification Summary
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<b>Title</b>	NCFE CACHE Level 2 Award in Babysitting		
<b>Qualification number</b>	600/0420/4		
<b>Aim</b>	This qualification provides learners with an understanding of the skills needed when babysitting. It includes their responsibilities to children they care for, their responsibilities to the parent(s), and accident prevention and fire safety.		
<b>Purpose</b> Ofqual code and description (where applicable)	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B1. Prepare for further learning or training Note: Does not confer competence or licence to practice		
<b>Total Qualification Time (hours)</b>	60		
<b>Guided learning (hours)</b>	43		
<b>Credit value</b>	6	<b>Minimum credits at/above Level</b>	4
<b>Minimum age of learner</b>	14		
<b>Age ranges covered by the qualification</b>	Birth to 5 years 11 months. (Individual units may have specific guidance, eg: 'A young child is 5 years and under for this unit.')		
<b>Real work environment (RWE) requirement / recommendation</b>	Learners do not need to be working or undertaking practical placements to complete this qualification as it is knowledge only.		
<b>Rules of combination</b>	Learners must achieve a minimum of 6 credits. 4 credits must be achieved from the mandatory units and a further 2 credits from the optional units at either Level 1 or 2.		
<b>Progression</b>	Credits achieved in the Level 2 Award in Babysitting can be counted towards the Level 2 Award in Preparation for the Responsibilities of Parenting and the Level 2 Certificate and Diploma Introducing Caring for Children and Young People qualifications.		

<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board.</p> <p>* NB: assessment tasks are provided for Tutors' convenience. They are not mandatory.</p>
<b>Additional assessment requirements</b>	N/A
<b>Grading system</b>	The qualification will be Achieved or Not Yet Achieved. All the assessment criteria for the chosen units must be achieved.
<b>How long will it take to complete?</b>	The qualification can usually be completed in less than six months.
<b>Entry requirements / recommendations</b>	Learners should be at least 14 years old. We do not set any other entry requirements but Centres may have their own guidelines.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 600/0420/4.

## Level 2 Award in Preparation for the Responsibilities of Parenting Qualification Summary

<b>Title</b>	NCFE CACHE Level 2 Award in Preparation for the Responsibilities of Parenting		
<b>Qualification number</b>	600/0421/6		
<b>Aim</b>	This qualification introduces learners to the responsibilities of being a parent. It covers the welfare and care of babies and young children and the importance of a healthy lifestyle.		
<b>Purpose</b> Ofqual code and description (where applicable)	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B1. Prepare for further learning or training Note: Does not confer competence or licence to practice		
<b>Total Qualification Time (hours)</b>	60		
<b>Guided learning (hours)</b>	50		
<b>Credit value</b>	6	<b>Minimum credits at/above Level</b>	4
<b>Minimum age of learner</b>	14		
<b>Age ranges covered by the qualification</b>	Please refer to individual units for specific guidance, eg: 'A young child is 5 years and under for this unit.'		
<b>Real work environment (RWE) requirement / recommendation</b>	Learners do not need to be working or undertaking practical placements to complete this qualification as it is knowledge only.		
<b>Rules of combination</b>	Learners must achieve a minimum of 6 credits. 4 credits must be achieved from the mandatory units and a further 2 credits from the optional units at either Level 1 or 2.		
<b>Progression</b>	Credits achieved in the Level 2 Award in Preparation for the Responsibilities of Parenting can be counted towards the Level 2 Award in Babysitting and the Level 2 Certificate and Diploma Introducing Caring for Children and Young People qualifications.		



<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board.</p> <p>* NB: assessment tasks are provided for Tutors' convenience. They are not mandatory.</p>
<b>Additional assessment requirements</b>	N/A
<b>Grading system</b>	The qualification will be Achieved or Not Yet Achieved. All the assessment criteria for the chosen units must be achieved.
<b>How long will it take to complete?</b>	The qualification can usually be completed in less than six months.
<b>Entry requirements / recommendations</b>	Learners should be at least 14 years old. We do not set any other entry requirements but Centres may have their own guidelines.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 600/0421/6.

## Level 2 Certificate Introducing Caring for Children and Young People Qualification Summary

<b>Title</b>	NCFE CACHE Level 2 Certificate Introducing Caring for Children and Young People		
<b>Qualification number</b>	600/0336/4		
<b>Aim</b>	<p>This qualification will give learners a basic understanding of childcare and education, parenting and babysitting. It will also help them to make an informed choice about working with children and young people.</p> <p>All the units are optional, giving greater flexibility to learners and Tutors when deciding on a programme of study and maximising learner achievement.</p>		
<b>Purpose</b> Ofqual code and description (where applicable)	<p>B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area</p> <p>B1. Prepare for further learning or training</p> <p>Note: Does not confer competence or licence to practice</p>		
<b>Total Qualification Time (hours)</b>	160		
<b>Guided learning (hours)</b>	117		
<b>Credit value</b>	16	<b>Minimum credits at/above Level</b>	9
<b>Minimum age of learner</b>	14		
<b>Age ranges covered by the qualification</b>	Please refer to individual units for specific guidance, eg: 'A young child is 5 years and under for this unit.'		
<b>Real work environment (RWE) requirement / recommendation</b>	Learners do not need to be working or undertaking practical placements to complete this qualification as it is knowledge only.		
<b>Rules of combination</b>	Learners must achieve a minimum of 16 credits for the Certificate. 9 credits must be achieved at Level 2 and a further 7 credits must be achieved at either Level 1 or 2.		

<b>Progression</b>	<p>On completion of the Certificate learners can progress to the Level 2 Certificate for the Children and Young People's Workforce qualification.</p> <p>There is the opportunity to achieve two Award-sized qualifications (Level 2 Award in Babysitting and Level 2 Award in Preparation for the Responsibilities of Parenting) on the way to completing the Certificate and to progress to a Diploma if more learning is required. This offers the opportunity to be certificated for four qualifications in total.</p>
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board.</p> <p>* NB: assessment tasks are provided for Tutors' convenience. They are not mandatory.</p>
<b>Additional assessment requirements</b>	N/A
<b>Grading system</b>	The qualification will be Achieved or Not Yet Achieved, all the assessment criteria for the chosen units must be achieved.
<b>How long will it take to complete?</b>	The qualification can usually be completed in one year or less.
<b>Entry requirements / recommendations</b>	Learners should be at least 14 years old. We do not set any other entry requirements but Centres may have their own guidelines.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 600/0336/4.

## Level 2 Diploma Introducing Caring for Children and Young People Qualification Summary

<b>Title</b>	NCFE CACHE Level 2 Diploma Introducing Caring for Children and Young People
<b>Qualification number</b>	603/3477/0
<b>Aim</b>	<p>This qualification will give learners a basic understanding of childcare and education, parenting and babysitting. It will also help them to make an informed choice about working with children and young people.</p> <p>All the units are optional, giving greater flexibility to learners and Tutors when deciding on a programme of study and maximising learner achievement.</p>
<b>Purpose</b> Ofqual code and description (where applicable)	<p>B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area</p> <p>B1. Prepare for further learning or training</p> <p>Note: Does not confer competence or licence to practice</p>
<b>Total Qualification Time (hours)</b>	370
<b>Guided learning (hours)</b>	309
<b>Credit value</b>	37
<b>Minimum age of learner</b>	14
<b>Age ranges covered by the qualification</b>	Please refer to individual units for specific guidance, eg: 'A young child is 5 years and under for this unit.'
<b>Real work environment (RWE) requirement / recommendation</b>	<p>The Diploma contains optional units which are both knowledge- and skills-based. To achieve these units, Centres must ensure that learners demonstrate their skills in a real or simulated work environment.</p> <p>Unit L/617/1993 must be completed in a real work environment.</p>
<b>Rules of combination</b>	Learners must achieve a minimum of 37 credits for the Diploma.
<b>Progression</b>	On completion of the Diploma, learners can progress to the Level 2 Certificate for Children and Young Person's Workforce and the Level 3 Diploma for the Early Years Workforce (EYE).

<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board.</p> <p>* NB: assessment tasks are provided for Tutors' convenience. They are not mandatory.</p>
<b>Additional assessment requirements</b>	N/A
<b>Grading system</b>	The qualification will be Achieved or Not Yet Achieved. All the assessment criteria for the chosen units must be achieved.
<b>How long will it take to complete?</b>	The qualification can usually be completed in one year or less.
<b>Entry requirements / recommendations</b>	Learners should be at least 14 years old. We do not set any other entry requirements but Centres may have their own guidelines.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 603/3477/0.

### Level 2 Award in Babysitting

This qualification provides learners with an understanding of the skills needed when babysitting. It includes their responsibilities to children they care for, their responsibilities to the parent(s), and accident prevention and fire safety.

This qualification is nested within the Certificate and the Diploma.

### Level 2 Award in Preparation for the Responsibilities of Parenting

This qualification introduces learners to the responsibilities of being a parent. It covers the welfare and care of babies and young children and the importance of a healthy lifestyle.

This qualification is nested within the Certificate and the Diploma.

### Level 2 Certificate Introducing Caring for Children and Young People

The Level 2 Certificate Introducing Caring for Children and Young People provides the learner with the opportunity to study a range of topics from three main areas: child care and education, babysitting and parenting responsibilities.

Learners should be supported by Tutors to make choices relevant to their areas of interest and ensure that any skills-based learning outcomes can be achieved.

The Certificate is nested within the Diploma, and the Awards in Babysitting and Preparation for the Responsibilities of Parenting are nested within the Certificate.

## Level 2 Diploma Introducing Caring for Children and Young People

The Level 2 Diploma Introducing Caring for Children and Young People provides the learner with the opportunity to study a range of topics from three main areas: child care and education, babysitting and parenting responsibilities.

All units in the Diploma are optional and learners, supported by their Tutor, can make choices about the programme of study in line with the given rules of combination.

The Diploma gives learners the opportunity to achieve a Certificate or two Award-sized qualifications (Level 2 Award in Babysitting and Level 2 Award in Preparation for the Responsibilities of Parenting) on the way. This offers the opportunity to be certificated for four qualifications in total.

The main benefits of this nested approach to achieving a qualification are:

- It enables learners to achieve in bite sizes and be certificated, if the Centre wishes, as each qualification is completed.
- Should a learner who is registered on the Diploma not complete or achieve all the units, they may have achieved sufficient units for the Certificate or for one or both of the Awards. This will ensure that learners can gain some certificated achievement. Learners will need to be registered on each qualification that the Centre claims a certificate for.
- It will enable learners to make an informed decision about progression into further study in this area.

### Rules of combination

#### **Level 2 Diploma Introducing Caring for Children and Young People**

Learners must achieve a minimum of **37 credits** from the optional units

#### **Level 2 Certificate Introducing Caring for Children and Young People**

Learners must achieve a minimum of **16 credits** for the Certificate. 9 credits must be achieved at Level 2 and a further 7 credits can be achieved at either Level 1 or 2

#### **Level 2 Award in Babysitting**

Learners must achieve a minimum of **6 credits**. 4 credits from the mandatory units and a further 2 credits from the optional units at either Level 1 or 2

#### **Level 2 Award in Preparation for the Responsibilities of Parenting**

Learners must achieve a minimum of **6 credits**. 4 credits from the mandatory units and a further 2 credits from the optional units at either Level 1 or 2

Unit Achievement Log  
NCFE CACHE Level 2 Award in Babysitting (600/0420/4)

The table below lists the mandatory and optional units which can be taken.

	Unit ref.	Unit no.	Unit Title	Unit type	Level	Credit	GL	Notes
	<b>Mandatory units</b>							
★	L/502/6961	CL2A4	Accident prevention and fire safety when babysitting	Knowledge	2	2	14	
★	R/502/6962	CL2A5	Caring for young children in a babysitting environment	Knowledge	2	2	14	
	<b>Optional units</b>							
★	J/502/6960	CL2A3	Craft activities with young children	Knowledge	2	2	15	
★	M/601/0116	CFC 9	Respecting and valuing children	Knowledge	1	2	18	



## Unit Achievement Log

## NCFE CACHE Level 2 Award in Preparation for the Responsibilities of Parenting (600/0421/6)

The table below lists the mandatory and optional units which can be taken.

	Unit ref.	Unit no.	Unit Title	Unit type	Level	Credit	GL	Notes
	<b>Mandatory units</b>							
★	Y/502/6963	CL2A6	Rights and responsibilities in relation to parenting	Knowledge	2	2	16	
★	D/502/6964	CL2A7	Parenting and healthy lifestyles	Knowledge	2	2	17	
	<b>Optional units</b>							
★	H/502/6965	CL2A8	Parenting a young baby	Knowledge	2	2	17	
★	M/601/0116	CFC 9	Respecting and valuing children	Knowledge	1	2	18	

## Unit Achievement Log

## NCFE CACHE Level 2 Certificate Introducing Caring for Children and Young People (600/0336/4)

You may choose any unit from the list below to make up the required credit for your chosen qualification. **All units are optional**; there are no mandatory units, but we would like to recommend unit TDA 2.2 for all learners.

If you are taking the Level 2 Certificate Introducing Caring for Children and Young People and within this qualification you wish to achieve either the Level 2 Award in Babysitting or the Level 2 Award in Preparation for the Responsibilities of Parenting, you should select the specific units that make up that qualification.

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
★	K/601/3323	TDA 2.2	Safeguarding the welfare of children and young people	Knowledge	2	3	20	
★	F/601/3442	SS MU 2.1	Introductory awareness of sensory loss	Knowledge	2	2	16	
★	T/504/0210*	CL2 A9	Importance of play for early learning	Knowledge	2	6	48	
★	M/601/2545	NH/L2 03	Use food and nutrition information to plan a healthy diet	Knowledge	2	3	25	

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
☆	L/502/6958	CL2A1	The value of play to young children	Knowledge	2	3	24	
☆	R/502/6959	CL2A2	Young children's development	Knowledge	2	3	22	
☆	J/502/6960	CL2A3	Craft activities with young children	Knowledge	2	2	15	
☆	L/502/6961	CL2A4	Accident prevention and fire safety when babysitting	Knowledge	2	2	14	
☆	R/502/6962	CL2A5	Caring for young children in a babysitting environment	Knowledge	2	2	14	
☆	Y/502/6963	CL2A6	Rights and responsibilities in relation to parenting	Knowledge	2	2	16	
☆	D/502/6964	CL2A7	Parenting and healthy lifestyles	Knowledge	2	2	17	
☆	H/502/6965	CL2A8	Parenting a young baby	Knowledge	2	2	17	
☆	M/601/0116	CFC 9	Respecting and valuing children	Knowledge	1	2	18	

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
★	T/601/0117	CFC 10	Children's play and leisure activities in the community	Knowledge	1	3	27	
★	Y/601/0109	CFC 13	Sharing learning experiences with children	Knowledge	1	4	36	

\*This unit is equivalent to unit D/500/5533 Understanding play for early learning

## Unit Achievement Log


## NCFE CACHE Level 2 Diploma Introducing Caring for Children and Young People (603/3477/0)

You may choose units from the list below to make up the qualification. The learner must achieve 37 credits to be awarded the Diploma.

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
★	K/601/3323	TDA 2.2	Safeguarding the welfare of children and young people	Knowledge	2	3	20	
★	F/601/3442	SS MU 2.1	Introductory awareness of sensory loss	Knowledge	2	2	16	
★	T/504/0210*	CL2 A9	Importance of play for early learning	Knowledge	2	6	48	
★	M/601/2545	NH/L2 03	Use food and nutrition information to plan a healthy diet	Knowledge	2	3	25	
★	L/502/6958	CL2A1	The value of play to young children	Knowledge	2	3	24	
★	R/502/6959	CL2A2	Young children's development	Knowledge	2	3	22	

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
☆	J/502/6960	CL2A3	Craft activities with young children	Knowledge	2	2	15	
☆	L/502/6961	CL2A4	Accident prevention and fire safety when babysitting	Knowledge	2	2	14	
☆	R/502/6962	CL2A5	Caring for young children in a babysitting environment	Knowledge	2	2	14	
☆	Y/502/6963	CL2A6	Rights and responsibilities in relation to parenting	Knowledge	2	2	16	
☆	D/502/6964	CL2A7	Parenting and healthy lifestyles	Knowledge	2	2	17	
☆	H/502/6965	CL2A8	Parenting a young baby	Knowledge	2	2	17	
☆	M/601/0116	CFC 9	Respecting and valuing children	Knowledge	1	2	18	

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
★	T/601/0117	CFC 10	Children's play and leisure activities in the community	Knowledge	1	3	27	
★	Y/601/0109	CFC 13	Sharing learning experiences with children	Knowledge	1	4	36	
★	Y/505/9297	Unit 10	Supporting children's development	Knowledge	2	3	30	
	F/505/9827	Unit 3.13	Support children with additional needs	Knowledge/ Skills	3	4	30	
	D/505/9298	Unit 11	Use observation, assessment and planning	Knowledge/ Skills	2	3	22	
★	T/600/3250	CFC 18	Investigating a vocational area	Knowledge	2	2	16	

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
	Y/505/9283	Unit 1.3	Support physical care routines for children	Knowledge/ Skills	2	2	14	
	H/505/9299	Unit 12	Support children's positive behaviour	Knowledge/ Skills	2	2	15	
	T/505/9307	Unit 3.8	Understand how to plan to meet the needs of the developing child	Knowledge	2	1	9	
	F/505/9293	Unit 6	Supporting children's play	Knowledge/ Skills	2	3	23	
	L/617/1993	EYP 11	Support the needs of babies and young children with Special Educational Needs and Disability	Knowledge/ Skills	2	2	20	Learning outcomes 5 and 6 must be achieved with regard to the learner's own experience in a real work environment. A range of appropriate methods can be applied.

\*This unit is equivalent to unit D/500/5533 Understanding play for early learning



# Section 3:

## Units

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

Explanation of terms used at Level 2
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Not all verbs are used in this qualification

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points ...)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking.)
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.

Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

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

**Unit reference** K/601/3323 **Level** 2

**Credit value** 3 **GL** 20

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

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

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

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Relationship to occupational standards

STL3 Help to keep children safe (CCLD202)  
SWiS 2.1 Explore and respond to the needs of pupils

Introductory training materials:

- role and context
- ICT.

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

Unit assessment guidance – provided by the sector

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

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

- disclosure
- allegations
- signs and indicators of abuse.

**Concerns about a colleague:**

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

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

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

### **Introduction**

Safeguarding the welfare of children and young people is a high priority in the UK. This includes children in their home, childcare environment, schools, colleges, children and youth organisations and places where children and young people go for leisure.

### **Task 1**

To show your understanding of this very important area, prepare written information that shows you are able to:

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

## Task 2

As part of safeguarding the welfare of children and young people, gather evidence that shows that you can:

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



**SS MU 2.1: Introductory awareness of sensory loss**

**Unit reference** F/601/3442 **Level** 2

**Credit value** 2 **GL** 16

**Unit aim** The purpose of this unit is to provide the learner with introductory knowledge about sensory loss.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the factors that impact on an individual with sensory loss and steps that can be taken to overcome these.	1.1. Describe how a range of <b>factors</b> have a negative and positive impact on individuals with sensory loss.		
	1.2. Identify steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss.		
	1.3. Explain how individuals with sensory loss can be disabled by attitudes and beliefs.		
	1.4. Identify steps that could be taken to overcome disabling attitudes and beliefs.		
2. Understand the importance of effective communication for individuals with <b>sensory loss</b> .	2.1. Outline what needs to be considered when communicating with individuals with: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Describe how effective communication may have a positive impact on the lives of individuals with sensory loss.		
	2.3. Explain how information can be made accessible to individuals with sensory loss.		
3. Know the main causes and conditions of sensory loss.	3.1. Outline the main causes of sensory loss.		
	3.2. Explain the difference between congenital and acquired sensory loss.		
	3.3. State what percentage of the general population is likely to have sensory loss.		
4. Know how to recognise when an individual may be experiencing sight and / or hearing loss.	4.1. Outline the indicators and signs of: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul>		
	4.2. Explain where additional advice and support can be sourced in relation to sensory loss.		
5. Know how to report concerns about <b>sensory loss</b> .	5.1. Describe to whom and how concerns about sight and/or hearing loss can be reported.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: SS MU 2.1**

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Relationship to occupational standards

Sensory Services 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.

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

Guidance for developing unit assessment arrangements

**Sensory loss** could include:

- sight loss
- hearing loss
- deafblindness.

**Factors** could include:

- communication
- information
- familiar layouts and routines
- mobility.

Additional unit assessment requirements

Units need to be assessed in line with Skills for Care and Development Assessment Principles.

**Assessment task – SS MU 2.1 Introductory awareness of sensory loss**

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

**Introduction**

Being unable to see or hear clearly is a significant issue in society today. This assessment will give you the opportunity to show your understanding of: a) the factors that impact on an individual with sensory loss and steps that can be taken to overcome these; b) the importance of effective communication for individuals with sensory loss; and c) the main causes and conditions of sensory loss and how these can be reported.

Carry out an investigation to find the following information about sensory loss and record your findings:

**Task 1**

Produce a portfolio of evidence which:

- describes how a range of factors has a negative and positive impact on individuals with sensory loss
- identifies steps that can be taken to overcome factors that have a negative impact on individuals with sensory loss
- explains how individuals with sensory loss can be disabled by attitudes and beliefs
- identifies steps that could be taken to overcome disabling attitudes and beliefs.

**Task 2**

Add to your portfolio of evidence information which:

- outlines what needs to be considered when communicating with individuals with:
  - sight loss
  - hearing loss
  - deafblindness
- describes how effective communication may have a positive impact on the lives of individuals with sensory loss
- explains how information can be made accessible to individuals with sensory loss.

**Task 3**

Add more information for your portfolio which:

- outlines the main causes of sensory loss
- explains the difference between congenital and acquired sensory loss
- states what percentage of the general population is likely to have sensory loss.

**Task 4**

Add more information to your portfolio to:

- outline the indicators and signs of:
  - sight loss
  - hearing loss
  - deafblindness
- explain where additional advice and support can be sourced in relation to sensory loss
- describe to whom and how concerns about sight and/or hearing loss can be reported.

**CL2 A9: Importance of play for early learning****Unit reference** T/504/0210**Unit level** 2**Credit value** 6**GL** 48**Unit aim** This unit gives learners an understanding of the importance of play within early learning.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of creativity and imagination for the development of a child.	1.1. Describe how creativity and imagination is important for the development of a child.		
	1.2. Describe how different activities can contribute to a child's creative and imaginative development.		
2. Understand the role and importance of games with rules in the development of a child.	2.1. Describe a range of indoor and outdoor games which are age and stage appropriate.		
	2.2. Assess the value and appropriateness of non-competitive/competitive games and activities.		
	2.3. Review a selection of appropriate table-top games for children.		
3. Know how to organise a cooking activity for children.	3.1. Plan a cooking activity for children.		

	3.2. Identify the health, safety and hygiene requirements when preparing food with children.		
	3.3. Describe the role of the adult during a cooking activity with children.		
4. Understand the role of creative activities in enhancing children's learning and development.	4.1. Identify appropriate creative activities and their accompanying resources for use with children.		
	4.2. Plan a creative activity.		
	4.3. Identify how the planned activity could enhance a child's learning and development.		
5. Understand the importance of books and stories in relation to children's learning and development.	5.1. Describe how books and stories can promote the learning and development of children.		
	5.2. Describe criteria you could refer to when choosing books for young children.		
	5.3. List a range of age- and stage-appropriate books for children.		

6. Understand the importance of talking and listening activities in relation to children's learning and development.	6.1. Describe appropriate talking and listening games.		
	6.2. List factors which may enhance talking and listening activities.		
	6.3. Explain why talking and listening are important for children's learning and development.		
	6.4. Describe the role of the adult when talking and listening to children.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CL2 A9**

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Unit equivalencies

This unit is equivalent to unit D/500/5533 Understanding play for early learning.



## Assessment task – CL2 A9 Importance of play for early learning

**This assessment has been designed to meet all assessment criteria for learning outcomes 1, 2, 3, 4, 5 and 6.**

### Introduction

This unit considers the importance of creativity and imagination in a child's learning and development. By exploring some creative activities and experiences for children the relevance of creativity will be demonstrated.

#### Task 1 – The importance of creativity

Produce a hand-out for parents which will help them to appreciate the importance of creative and imaginative play for their child/children's development. To show understanding of this:

- describe how creativity and imagination is important for the development of a child
- describe how different activities can contribute to a child's creative and imaginative development.

#### Task 2 – Indoor/outdoor games

As children grow and develop they enjoy playing games. Games can be played indoors and/or outdoors, competitively and non-competitively. To show your understanding:

- describe a range of indoor and outdoor games which are age and stage appropriate
- assess the value and appropriateness of non-competitive/competitive games and activities
- review a selection of appropriate table-top games for children.

#### Task 3 – Cooking with young children

Children love to cook and this can provide fun opportunities for creative and imaginative learning to take place. To show your understanding:

- plan a cooking activity for children
- identify the health, safety and hygiene requirements when preparing food with children
- describe the role of the adult during a cooking activity with children.

**Task 4** – Enjoy music with young children

There are many opportunities to encourage creative development.

- Identify appropriate creative activities and their accompanying resources for use with children.
- Plan a creative activity.
- Identify how the planned activity could enhance a child's learning and development.

**Task 5** – Books and stories

Children enjoy books and stories if they are chosen with their specific age and stage in mind.

- Describe how books and stories can promote the learning and development of children.
- Describe criteria you could refer to when choosing books for young children.
- List a range of age- and stage-appropriate books for children. You may wish to present your information in chart form like the example below:

Age/Stage	Appropriate book

**Task 6** – Games which include talking and listening

Talking and listening are important features in a young child's learning and development in the early years. To show your understanding:

- describe appropriate talking and listening games
- list factors which may enhance talking and listening activities
- explain why talking and listening are important for children's learning and development
- describe the role of the adult when talking and listening to children.

**NH/L2 03: Use food and nutrition information to plan a healthy diet**

**Unit reference** M/601/2545 **Level** 2

**Credit value** 3 **GL** 25

**Unit aim** In this unit, learners gain an awareness of the information that is provided on food labels and how this may be used to plan a healthy diet. They will learn the facts behind nutritional claims on food labels and consider the advantages and disadvantages of using food additives. Learners will also evaluate their own diet and make recommendations for improvement.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand food labelling.	1.1. Identify nutritional information which must be provided on food labels.		
	1.2. Identify the guideline daily amounts of fat, sugar and salt in an adult diet.		
	1.3. Use nutritional information from food labels to determine if each of the foods is high, low or neither in terms of fat, sugar and salt content.		
	1.4. Use nutritional information from food labels to calculate the energy provided by fat, protein and carbohydrate in each food.		
	1.5. Outline ways in which food label claims and descriptions may be misleading.		
2. Understand food additives.	2.1. Define the term 'food additives'.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.2. Describe the main groups of additives and their functions.		
	2.3. Explain the benefits of food additives.		
	2.4 Give examples of legislation surrounding the use of food additives.		
3. Be able to apply principles of healthy eating.	3.1. Record own food and drink intake for one week.		
	3.2. Compare own food and drink intake against current healthy eating advice.		
	3.3. Outline the steps that could be taken to make their diet healthier.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: NH/L2 03**

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

Assessor name:

Signature:

Date:

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

## Assessment task – NH/L2 03 Use food and nutrition information to plan a healthy diet

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

### Introduction

The way food is labelled and the information about the additives which can be found in food can be a challenge when shopping in supermarkets. This assessment will provide you with the opportunity to explore this information and carry out a review of your food intake in line with the current advice on healthy eating. Present your evidence in three sections, which will enable you to show that you can:

### Task 1

#### Section 1 – Understanding food labelling

You may choose to collect food labels to find out the information required for this task, or you may be able to seek permission from the manager of a local supermarket to go and collect the information needed to create a folder of evidence.

- identify nutritional information which must be provided on food labels
- identify the guideline daily amounts of fat, sugar and salt in an adult diet
- use nutritional information from food labels to determine if each of the foods is high, low or neither in terms of fat, sugar and salt content
- use nutritional information from food labels to calculate the energy provided by fat, protein and carbohydrate in each food
- outline ways in which food label claims and descriptions may be misleading

### Task 2

#### Section 2 – Food additives

In answering Task 1 you may have noticed that the additives in the food are identified on the label. This task requires you to look at the background requirements for the use of additives in food.

- define the term food additives
- describe the main groups of additives and their functions
- explain the benefits of food additives
- give examples of legislation surrounding the use of food additives

### Task 3

#### Section 3 – Is your diet healthy?

You may choose to present your answer in chart form.

- make a record of your own food and drink intake for one week
- compare your food and drink intake against current healthy eating advice
- outline the steps that could be taken to make your diet more healthy.

**CL2A1: The value of play to young children**

**Unit reference** L/502/6958 **Level** 2

**Credit value** 3 **GL** 24

**Unit aim** This unit will enable learners to gain an understanding of the value of play in the development of young children and how the role of the adult supports this.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the value of play to young children's development.	1.1. Describe how play supports the development of young children.		
	1.2. Explain the value of play for young children in the following development areas: <ul style="list-style-type: none"> <li>• physical</li> <li>• social</li> <li>• emotional</li> <li>• intellectual</li> <li>• language.</li> </ul>		
	1.3. Describe with examples how play can be used to meet children's individual needs.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Know different play activities suitable for young children from birth to 5 years 11 months.	2.1. Describe different types of play activities and the resources needed to support play for the following age ranges: <ul style="list-style-type: none"> <li>• birth to 11 months</li> <li>• young children aged 1 year to 1 year 11 months</li> <li>• children aged 2 years to 2 years 11 months</li> <li>• children aged 3 years to 3 years 11 months</li> <li>• children aged 4 years to 5 years 11 months.</li> </ul>		
3. Understand the role of the adult in providing play for young children.	3.1. Describe with examples ways that an adult can support young children's play.		
	3.2. Outline the importance of age/stage-appropriate adult and child interaction.		
	3.3. Explain how adult interaction can extend the learning and development of the young child.		



**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CL2A1**

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

Assessor name:

Signature:

Date:

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

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

Unit assessment guidance – provided by the sector

- Learners should refer to the Early Years framework that is used in the relevant home nation.
- Age range for young children is birth to 5 years 11 months.
- 2.1 requires a description of one activity and one resource for each age range listed.

## Assessment task - CL2A1 The value of play to young children

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

### Introduction

Play is very important to young children. It will allow the child to explore ideas and enjoy new experiences. In this assessment you will be able to show your understanding of how play supports development, the value of play, and how different types of play activities are relevant to children's different ages or stages. Another vital aspect when supporting young children's play and development is the way that the adult reacts and responds.

Prepare the following information and present it clearly. You may choose to present your work as an information book.

### Task 1

#### Section 1 of your information book: **Play and children's development**

- Write a description of how play supports the development of young children.
- Write an explanation to show the value of play to the young child's development in each of the following five areas:
  - physical
  - social
  - emotional
  - intellectual
  - language.
- Write a description with examples of how play can be used to meet children's individual needs.

### Task 2

#### Section 2 of your information book: **Age- or stage-related play activities**

Different types of activities and aspects of play are more suited to the different ages and/or stages of the child.

- Produce a section in your information booklet to show this by writing a description of different types of play activities **and** resources which are needed to support young children's play for each of the following age ranges:
  - birth to 11 months
  - young child aged 1 year to 1 year 11 months
  - children aged 2 years to 2 years 11 months
  - children aged 3 years to 3 years 11 months
  - children aged 4 years to 5 years 11 months.

You may choose to do this in a chart and you may choose to illustrate some of your choices.

### Task 3

**Section 3** of your information book: **The role of the adult in children's play**

The adult who is responsible for caring for the young child will need to support play opportunities but also be able to allow each child to develop at their own pace.

- Write a description with examples of ways that an adult can support young children's play.
- Produce an outline which shows the importance of age- or stage-appropriate adult and child interaction.
- Write an explanation of how adult interaction can extend the learning and development of the young child in their care.

**CL2A2: Young children's development**

<b>Unit reference</b>	R/502/6959	<b>Level</b>	2
<b>Credit value</b>	3	<b>GL</b>	22

**Unit aim** This unit will enable learners to gain an understanding of how young children's development during the first three years of their lives and how meeting their basic needs supports development.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the stages of development of young children from birth to three years.	1.1. Outline the development of young children in the first three years of life.		
	1.2. Explain why young children's development may occur in different sequences and at different rates.		
	1.3. Explain how all areas of development are interconnected.		
2. Understand how positive environments support the development of young children.	2.1. Outline the features of a positive environment that supports the development of young children.		
	2.2. Explain how the features previously outlined support the development of young children.		
	2.3. Describe how to create a positive environment which will support the development of young children.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand how to support young children’s development by providing for their basic needs.	3.1. Identify the basic needs of young children.		
	3.2. Describe the role of the adult in providing the basic needs of the young child.		
	3.3. Explain how providing the basic needs of young children supports their development.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: CL2A2**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<ul style="list-style-type: none"> <li>• Learners should refer to the Early Years framework that is used in the relevant home nation.</li> <li>• Age range for young children is birth to three years.</li> </ul>

## Assessment task - CL2A2 Young children's development

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

### Introduction

Making sure that children and young people develop effectively is an important role for all adults that care for or work with children and young people.

In this assessment you will be focusing on the development of young children under the age of three years. It will give you an opportunity to show the importance of meeting the young child's basic needs and how this can support individual children's development.

Produce a folder with three sections, including the following tasks.

### Task 1

#### Section 1 – Development of young children

- Produce a chart which gives an outline of the development for young children during the first three years of their life.
- Explain why young children's development may occur in different sequences and at different rates.
- Explain how all areas of development of the young child are interconnected or interlinked.

### Task 2

#### Section 2 – Positive environments

The environment where children play or work can influence their development. Think about a positive environment for young children, and then write:

- an outline of the features in your chosen positive environment which would support the children's development
- an explanation of how each feature would support the development of young children
- a description of how you would create a positive environment to support young children's development.

**Section 3** – Providing basic needs**Task 3**

Understand how to support young children's development by providing for their basic needs. The role of the adult in providing basic needs of children supports development. To show understanding of this:

- identify the basic needs of young children
- describe what the role of the adult is in providing the basic needs of the young child
- write an explanation of how providing the basic needs of young children will support their development.

**CL2A3: Craft activities with young children**

**Unit reference** J/502/6960 **Level** 2

**Credit value** 2 **GL** 15

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the benefits of craft activities for young children.	1.1. Describe craft activities suitable for the following aged children: <ul style="list-style-type: none"> <li>• 6 months to 1 year</li> <li>• 13 months to 2 years</li> <li>• 2 years 1 month to 5 years.</li> </ul>		
	1.2. Explain the benefits and learning for the young child from each activity described.		
2. Understand health and safety when providing craft activities for young children.	2.1. Identify health and safety risks that need to be considered when providing craft activities for young children.		
	2.2. Explain how to deal with the health and safety risks listed in relation to craft activities.		
	2.3. Describe the support a young child may need when carrying out craft activities in relation to health and safety.		



**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CL2A3**

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

Assessor name:

Signature:

Date:

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

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

Guidance for developing unit assessment arrangements

A young child is five years and under for this unit.

**Assessment task - CL2A3 Craft activities with young children**

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

Children love painting, drawing, cutting and sticking and all kinds of craft activities. It is the role of the adult to support children to use and develop their creativity in a safe way. This assessment will give you the opportunity to show your knowledge about this fun area with young children.

You may choose to present your work as a book titled 'Craft Activities with Young Children'.

**Task 1 – Benefits to young children from craft activities**

- Describe a suitable craft activity for each of the following aged children:
  - 6 months to 1 year
  - 13 months to 2 years
  - 2 years 1 month to 5 years.
- Explain the benefits and learning for the young child from each activity described.

**Task 2 – Health and Safety**

- For each activity identify the health and safety risk(s) that would need to be considered when providing the activity for young children.
- Explain how to deal with the health and safety risk(s) listed in relation to each craft activity.
- In relation to health and safety, describe the support that a young child may need when carrying out craft activities.

**CL2A4: Accident prevention and fire safety when babysitting**

**Unit reference** L/502/6961 **Level** 2

**Credit value** 2 **GL** 14

**Unit aim** This unit will enable learners to gain an understanding of accident prevention and fire safety when caring for children in a babysitting role.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand risk assessment and its role in supporting the babysitter.	1.1. Define what is meant by a risk assessment.		
	1.2. Explain the benefits of carrying out a risk assessment in a babysitting environment to: <ul style="list-style-type: none"> <li>• the child/children</li> <li>• the babysitter.</li> </ul>		
2. Know how to assess risks in a babysitting environment.	2.1. Identify possible risks in a babysitting environment for the following: <ul style="list-style-type: none"> <li>• fire</li> <li>• accident</li> <li>• injury.</li> </ul>		
3. Understand the role of <b>control measures</b> in fire safety and accident preventions.	3.1. Explain ways of preventing or minimising risk which could be put in place for each of the following: <ul style="list-style-type: none"> <li>• fire</li> <li>• accident</li> <li>• injury.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Explain how the control measure supports the safety of: <ul style="list-style-type: none"> <li>• the child/children</li> <li>• the babysitter.</li> </ul>		
	3.3. Explain the actions which would need to be taken in the event of a fire or accident to prioritise the safety of the children.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CL2A4**

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

Assessor name:

Signature:

Date:

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

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

Unit assessment guidance – provided by the sector

**Control measures** – ways of preventing or minimising risk.

3.3 needs to include information to prioritise the safety of the children both physically and emotionally.

**Assessment task - CL2A4 Accident prevention and fire safety when babysitting**

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

**Introduction**

Babysitting is a very responsible role. The care of children has been given to you for a set time span. Being aware of the need to minimise the risk of accidents or injury to the children is important to their safety and to your own.

To show your understanding of this aspect of babysitting, produce an information sheet which:

**Task 1 – Risk assessment**

- defines what is meant by a risk assessment
- explains the benefits of carrying out a risk assessment in a babysitting environment to:
  - the child/children
  - the babysitter

**Task 2 – Assessing risk**

- identifies possible risks in a babysitting environment for the following:
  - fire
  - accident
  - injury

**Task 3 – Control measures**

- explains ways of preventing or minimising risk for each of the following:
  - fire
  - accident
  - injury
- explains how the control measure supports the safety of:
  - the child/children
  - the babysitter
- explains the actions which would need to be taken in the event of a fire or accident to prioritise the safety of the children.

**L2A5: Caring for young children in a babysitting environment**



**Unit reference** R/502/6962 **Level** 2

**Credit value** 2 **GL** 14

**Unit aim** This unit will enable learners to gain an understanding of the responsibilities of babysitting and gather information about age-appropriate toys, activities, and calming routines when preparing children for sleep time.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand responsibilities in relation to babysitting.	1.1. Explain the responsibilities of the children's parent(s) or primary carer(s) in relation to: <ul style="list-style-type: none"> <li>• the babysitter</li> <li>• the children.</li> </ul>		
	1.2. Describe the babysitter's responsibilities to the children being cared for.		
	1.3. Explain the babysitter's responsibilities to the children's parent(s) or primary carer(s).		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Know age-appropriate toys and activities for young children from birth to 5 years 11 months.	2.1. Describe different toys and activities suitable for the following aged children: <ul style="list-style-type: none"> <li>• birth to 11 months</li> <li>• young children aged 1 year to 1 year 11 months</li> <li>• children aged 2 years to 2 years 11 months</li> <li>• children aged 3 years to 3 years 11 months</li> <li>• children aged 4 years to 5 years 11 months.</li> </ul>		
3. Know how to prepare a young child for sleep.	3.1. Describe a calming routine for preparing young children to settle at bed time.		
	3.2. Demonstrate understanding of the following care activities: <ul style="list-style-type: none"> <li>• bathing a young child</li> <li>• changing a nappy</li> <li>• supporting a young child to clean teeth.</li> </ul>		
	3.3. Explain the value of reading stories at bed time.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CL2A5**

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

Assessor name:

Signature:

Date:

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

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

Unit assessment guidance – provided by the sector

- Age range for young children is birth to 5 years 11 months.
- There is no expectation that 3.2 should be carried out with a young child.



## Assessment task - CL2A5 Caring for young children in a babysitting environment

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

### Introduction

It is important when babysitting that you find out what the expectations of the children's parents are and have an understanding of the routines and boundaries that are followed within the home. Knowing the likes and dislikes of the children and being sure of the sort of activities that are acceptable and age or stage appropriate will help to make the occasion fun for the children and enjoyable for the babysitter.

Design a booklet for a person new to babysitting which includes the following sections.

### Task 1

#### Section 1 – Responsibilities

When parent(s) or primary carer(s) leave their children in the care of a babysitter they have certain responsibilities.

- Write an explanation showing these responsibilities:
  - in relation to the babysitter
  - in relation to the children.
- Describe the babysitter's responsibilities to the children being cared for.
- Explain the babysitter's responsibilities to the parent(s) or the primary carer(s).

### Task 2

#### Section 2 – Activities or toys

- Describe different toys and activities suitable for the following aged children:
    - birth to 11 months
    - young children aged 1 year to 1 year 11 months
    - children aged 2 years to 2 years 11 months
    - children aged 3 years to 3 years 11 months
    - children aged 4 years to 5 years 11 months.
- You could produce this in a chart form.

**Task 3****Section 3 – Sleep time**

- Describe a calming routine for preparing young children to settle at bed time.
- Write a brief description to demonstrate understanding of the following care activities:
  - bathing a young child
  - changing a nappy
  - supporting a young child to clean their teeth.You may use pictures or diagrams to help with your description.
- Write an explanation to show the value of reading stories at bed time in preparing a young child for sleep.

**CL2A6: Rights and responsibilities in relation to parenting**

**Unit reference** Y/502/6963 **Level** 2

**Credit value** 2 **GL** 16

**Unit aim** The aim of this unit is to introduce learners to the rights and responsibilities of parents in relation to the welfare, health and education of a child or children and to providing a safe, secure and caring environment to support their development.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the rights of parents in relation to the welfare and upbringing of own children.	1.1. Define the term 'welfare' in relation to children.		
	1.2. Explain, with examples, parents' rights in relation to the welfare of their children.		
	1.3. Explain parents' rights in relation to the upbringing of their children.		
2. Understand <b>parental responsibilities</b> in relation to own children.	2.1. Define the term 'parental responsibilities'.		
	2.2. Explain the responsibilities that parents have for their children in relation to: <ul style="list-style-type: none"> <li>• health</li> <li>• welfare</li> <li>• education.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Know the responsibilities of parents in relation to providing an environment where a child or children can thrive.	3.1. Describe how parents can provide a safe and secure environment for a child or children.		
	3.2. Explain how a safe and secure environment supports the development of a child or children.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CL2A6**

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

Assessor name:

Signature:

Date:

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

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

Guidance for developing unit assessment arrangements

Having **parental responsibility** means assuming all the rights, duties, powers, responsibilities and authority that a parent of a child has by law.

## Assessment task - CL2A6 Rights and responsibilities in relation to parenting

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

### Introduction

Thinking or learning about the responsibilities of parenting is a valuable part of the transition to adulthood. This assessment will help you to develop some of your ideas and gain an understanding of society's expectations of parenting.

Having parental responsibility means assuming all the rights, duties, powers, responsibilities and authority that a parent of a child has by law.

Produce information for the following tasks which you may like to keep in a folder in three sections.

### Task 1

**Section 1** refers to the rights of parents in relation to the welfare and upbringing of their own children.

- Define the term 'welfare' in relation to children.
- Explain, with examples, parents' rights in relation to the welfare of their children.
- Explain parents' rights in relation to the upbringing of their children.

### Task 2

**Section 2** looks at parental responsibilities.

- Define the term 'parental responsibilities'.
- Explain the responsibilities that parents have for their children in relation to:
  - health
  - welfare
  - education.

### Task 3

**Section 3** concerns environments for children.

- Describe how parents can provide a safe and secure environment for children.
- Explain how a safe and secure environment supports the development of a child or children.

**L2A7: Parenting and healthy lifestyles**



**Unit reference** D/502/6964 **Level** 2

**Credit value** 2 **GL** 17

**Unit aim** The aim of this unit is to introduce learners to the principles of healthy lifestyles and the effect these have on the development of a child or children.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of family lifestyles which support a child's or children's development.	1.1. Describe a healthy lifestyle for parent(s) or primary carer(s) and children.		
	1.2. Explain the benefits of regular exercise to: <ul style="list-style-type: none"> <li>• the health of the family</li> <li>• the child's or children's growth and development.</li> </ul>		
	1.3. Explain the importance of a healthy diet for the parent(s) or primary carer(s) and child or children.		
	1.4. Explain the value of relaxation or leisure time to the parent(s) or primary carer(s) and child or children.		
2. Understand the responsibilities of parents with regard to smoking and the health of the family.	2.1. Explain the effects that smoking can have on the health of the: <ul style="list-style-type: none"> <li>• smoker</li> <li>• child/children</li> <li>• other adults in the family.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand how alcohol and illegal use of drugs affect a healthy lifestyle of the user and the family.	3.1. Explain the effects of alcohol and illegal drug use on the health of the user.		
	3.2. Explain the effects of alcohol and illegal drug use on the family of the user.		
4. Know about sexual health in relation to a healthy lifestyle.	4.1. Describe the advantages and disadvantages of different contraception methods.		
	4.2. Outline where information and support can be obtained about: <ul style="list-style-type: none"> <li>• contraception</li> <li>• sexually transmitted disease testing.</li> </ul>		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CL2A7**

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

Assessor name:

Signature:

Date:

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

## Assessment task - CL2A7 Parenting and healthy lifestyles

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

### Introduction

Maintaining a lifestyle that is healthy for all the family is important to the care and development of children and young people. This assessment shows your understanding of issues which form part of this aspect of life which is currently an issue in society.

Produce a brochure informing young people and parents about these issues. The brochure will:

#### Task 1 – Family Lifestyles

- describe a healthy lifestyle for parent(s) or primary carer(s) and children
- produce an explanation of the benefits of regular exercise to:
  - the health of the family
  - the child's or children's growth and development
- explain the importance of a healthy diet for the parent(s) or primary carer(s) and child or children
- explain the value of relaxation or leisure time to the parent(s) or primary carer(s) and the child or children

#### Task 2 – Smoking versus health

- explain the effects that smoking can have on health of the:
  - smoker
  - child/children
  - other adults in the family

#### Task 3 – Alcohol and illegal drug use

- explain the effects of alcohol and illegal drug use on the health of the user
- explain the effects of alcohol and illegal drug use on the family of the user

#### Task 4 – Sexual health

- describe the advantages and disadvantages of different contraception methods
- outline where information and support can be obtained about:
  - contraception
  - sexually transmitted disease testing.



**CL2A8: Parenting a young baby**

**Unit reference** H/502/6965                      **Level** 2  
**Credit value** 2                                      **GL** 17

**Unit aim** The aim of this unit is to introduce learners to the role of parenting and to make them aware of where to access support and how to care for and stimulate a young baby.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the responsibilities of parent(s) when caring for a young baby.	1.1. Explain the responsibilities of parent(s) for a young baby in relation to the environment where the baby is cared for.		
	1.2. Explain the responsibilities of parents(s) for a young baby in relation to the welfare of the baby.		
	1.3. Identify the legal responsibilities of parent(s) of a young baby.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Know how to access support which may be required as parent(s) of a young baby.	2.1. Outline the support that parent(s) of a young baby may need.		
	2.2. Explain where parent(s) of a young baby can obtain professional support for: <ul style="list-style-type: none"> <li>• the baby</li> <li>• the parent(s).</li> </ul>		
	2.3. Discuss the role of the health care team in supporting the parent(s) of a young baby.		
3. Know how to recognise and respond to a young baby who is unwell.	3.1. Explain the signs and/or symptoms that would show that a young baby is feeling unwell.		
	3.2. Describe the actions that parent(s) would need to take for each sign or symptom previously identified in relation to an unwell young baby.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Know how to provide safe stimulating activities for a young baby.	4.1. Describe activities which stimulate a young baby's development.		
	4.2. Describe toys for a young baby aged 6 months.		
	4.3. Explain why the toys described are suitable for the baby aged 6 months.		
	4.4. Explain how each of the toys described support a young baby's development.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: CL2A8**

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

Assessor name:

Signature:

Date:

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

## Assessment task - CL2A8 Parenting a young baby

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

### Introduction

Parenting a young baby is a very demanding and challenging role for any parent. There are so many new responsibilities and new activities that the parent(s) need to take on board. Professionals are there to support and advice; other adults will want to give advice. This assessment will give an opportunity to research what is involved in parenting a young baby.

Produce a folder in four sections, which you can use for reference, that will show that you can:

### Task 1

#### Section 1 – Responsibilities

- explain the responsibilities of parent(s) for a young baby in relation to the environment where the baby is cared for
- explain the responsibilities of parents(s) for a young baby in relation to the welfare of the baby
- identify the legal responsibilities of parent(s) of a young baby

### Task 2

#### Section 2 – Support available to parents

- write an outline of the support that parent(s) of a young baby may need
- produce an explanation of where parent(s) of a young baby can obtain professional support for:
  - the baby
  - the parent(s)
- discuss the role of the health care team in supporting the parent(s) of a young baby

### Task 3

#### Section 3 – Signs and symptoms

- explain the signs and/or symptoms that would show that a young baby is feeling unwell
- describe the actions that parent(s) would need to take for each sign or symptom identified above in relation to an unwell young baby

**Task 4****Section 4 – Safe stimulating activities for a young baby**

- describe activities which stimulate a young baby's development
- describe toys for a young baby aged 6 months
- explain why the toys described above are suitable for the baby aged 6 months
- explain how each of the toys described above support a young baby's development.

You may choose to present Task 4 in chart form.

**CFC 9: Respecting and valuing children**

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

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

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

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

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

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

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

### **Introduction**

This assessment will show your understanding of respecting and valuing children and some knowledge of the organisations that support children's rights. It will give you an opportunity to show how to communicate with children in ways that show you value the individual.

### **Task**

Prepare the following information to include:

- ways to value children as individuals
- reasons why children should be respected as individuals
- ways to communicate with children to ensure that they feel valued
- an outline of behaviour that shows respect for and the value of children
- a list of organisations which work to promote the rights of children.

You may choose to present your work as a display.



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

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

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

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

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Know the role of adults in supporting play and leisure activities in the community.	3.1. Outline ways that adults support children in play and leisure activities.		
	3.2. Identify factors which may prevent children from taking part in play and leisure activities in the community.		
	3.3. Outline the ways that adults include children with particular needs or disability in play and leisure activities.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: CFC 10**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	1.1. A minimum of four organisations. 1.2. A minimum of four examples to include indoor and outdoor activities. 3.2. A minimum of two factors.  Information about play and leisure activities should include those appropriate for children 4–16 years.

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

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

#### Introduction

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

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

#### Task 1

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

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

#### Task 2 – The benefits of play and leisure activities for children

State ways that children’s development is supported by play and leisure activities in the following areas:

- physical
- social and emotional
- language and communications.

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

Area of development	State ways that children’s development is supported by play and leisure activities in the following areas:
Physical	
Social and emotional	
Language and communication	

**Task 3**

Prepare a short report including the following information:

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

**CFC 13: Sharing learning experiences with children**

<b>Unit reference</b>	Y/601/0109	<b>Level</b>	1
<b>Credit value</b>	4	<b>GL</b>	36

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

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

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand that the natural world can support children's learning.	3.1. Identify objects of interest from the natural world.		
	3.2. List natural environments which may be used to extend children's experiences.		
	3.3. Give an example of how outdoor experiences can develop children's curiosity.		
4. Know how the local community can be used to broaden children's experiences.	4.1. List local organisations, services or people that can provide experiences for children.		
	4.2. State the benefits of finding out about the local community for children.		
	4.3. Give examples of ways that local organisations, services or people working in the community can broaden children's experiences.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

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

Guidance for developing unit assessment arrangements

- 1.1. More than one.
- 1.2. Include four senses.
- 2.1. A minimum of three appropriate stories and three rhymes with specific age identified.
- 3.1. A minimum of four objects.
- 4.3. A minimum of three examples.

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

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

#### Introduction

Children, young people and adults learn things in different ways. This assessment will show your understanding of how to share different types of learning experiences with children and identify the importance of promoting their learning.

Produce information about ways that children learn.

#### Task 1

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

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

#### Task 2

Produce an A4 chart that shows stories and rhymes that children aged 0–5 enjoy.

The information must include:

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

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



### Task 3

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

- **four** objects from the natural world which are safe for children to handle
- a list of natural environments in the local area where children can be taken on visits
- an example showing how an outdoor experience can develop children's curiosity.

### Task 4

Produce an information leaflet which includes:

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

**Unit 10: Supporting children's development**

<b>Unit reference</b>	Y/505/9297	<b>Unit Level</b>	2
<b>Credit value</b>	3	<b>GL</b>	30
<b>Unit aim</b>	This unit aims to develop knowledge and understanding of children's development.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the stages of child development from birth to 7 years.	1.1. Identify the expected pattern of: <ul style="list-style-type: none"> <li>• physical development</li> <li>• language and communication development</li> <li>• cognitive development</li> <li>• social, emotional and behavioural development.</li> </ul>		
	1.2. Explain the difference between the sequence of development and rate of development.		
2. Understand influences on children's development.	2.1. Describe factors which may influence children's development.		
	2.2. Describe how to support the development of children from birth to 7 years.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand the needs of children during transition	3.1. Identify transitions a child may experience.		
	3.2. Explain how to prepare a child for a planned transition.		
	3.3. Explain how to support the needs of children during transition.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Additional unit assessment requirements.

This unit must be assessed in line with the CACHE assessment strategy and principles.

**Unit 3.13: Support children with additional needs**

<b>Unit reference</b>	F/505/9827	<b>Unit Level</b>	3
<b>Credit value</b>	4	<b>GL</b>	30

**Unit aim** This unit provides the learner with the knowledge, understanding and skills required to support children with additional needs.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved Initial and date</b>
1. Understand biological, environmental and developmental factors which may result in children needing additional support.	1.1. Define the terms: <ul style="list-style-type: none"> <li>• biological</li> <li>• environmental.</li> </ul>		
	1.2. Analyse the impact of biological factors on children's development.		
	1.3. Analyse the impact of environmental factors on children's development.		
	1.4. Analyse the impact of the stage of development on children's learning.		
	1.5. Describe factors which affect children's development in the: <ul style="list-style-type: none"> <li>• short-term</li> <li>• long-term.</li> </ul>		
2. Understand how personal experiences, values and beliefs impact on the role of the Early Years Practitioner.	2.1. Analyse how personal experiences, values and beliefs impact on the professional practice of the Early Years Practitioner.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand the principles of inclusive practice.	3.1. Identify the requirements of current legislation in relation to inclusive practice.		
	3.2. Explain the medical and social models of disability.		
	3.3. Evaluate inclusive practice in relation to current frameworks for children from birth to 7 years.		
4. Understand the role of early intervention in partnership working.	4.1. Identify children's additional needs in relation to expected stages of development.		
	4.2. Describe the reasons for early intervention when meeting children's additional needs.		
	4.3. Explain strategies for early intervention.		
	4.4. Evaluate the principles of working in partnership with others to meet children's additional needs.		
5. Be able to support the additional needs of children.	5.1. Identify the individual needs of children in own setting.		
	5.2. Plan activities in partnership with others to meet children's additional needs.		
	5.3. Work in partnership with others to provide activities to meet children's additional needs.		
	5.4. Work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved Initial and date</b>
	5.5. Reflect on own practice in meeting children's additional needs.		
6. Be able to critically evaluate the provision for children with additional needs in own setting.	6.1. Critically evaluate the provision for children with additional needs in own setting.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 3.13**

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Additional unit assessment requirements

This unit must be assessed in line with the CACHE assessment strategy and principles.

**Unit 11: Use observation, assessment and planning**

**Unit reference** D/505/9298 **Unit level** 2

**Credit value** 3 **GL** 22

**Unit aim** This unit provides the learner with the knowledge, understanding and skills to use observation, assessment and planning.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the role of observation when working with children.	1.1. Explain how observations are used: <ul style="list-style-type: none"> <li>• to plan for individual children's needs</li> <li>• for early intervention</li> <li>• to review the environment</li> <li>• during transition</li> <li>• when working in partnership.</li> </ul>		
2. Be able to use observation methods.	2.1. Use observation methods: <ul style="list-style-type: none"> <li>• checklist</li> <li>• free description.</li> </ul>		
	2.2. Observe in line with current frameworks: <ul style="list-style-type: none"> <li>• an individual child</li> <li>• indoor provision</li> <li>• outdoor provision.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Reflect on outcomes of observations carried out in own setting in relation to: <ul style="list-style-type: none"> <li>• an individual child</li> <li>• indoor provision</li> <li>• outdoor provision.</li> </ul>		
	2.4. Work with others to plan next steps in relation to the needs and interests of an individual child.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 11**

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Additional unit assessment requirements.

This unit must be assessed in line with the CACHE assessment strategy and principles.



**CFC 18: Investigating a vocational area**

**Unit reference** T/600/3250 **Level** 2

**Credit value** 2 **GL** 16

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

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

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

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

## Assessment task – CFC 18 Investigating a vocational area

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

### Introduction

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

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

### Task 1

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

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

### Task 2

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

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

### Task 3

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

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

**Unit 1.3: Support physical care routines for children**

<b>Unit reference</b>	Y/505/9283	<b>Unit level</b>	2
<b>Credit value</b>	2	<b>GL</b>	14

**Unit aim** This unit provides the learner with the knowledge, understanding and skills to support children's physical care as part of a healthy lifestyle.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved Initial and date</b>
1. Understand the physical care needs of children.	1.1. Describe routine physical care needs for children in relation to: <ul style="list-style-type: none"> <li>• nappy changing</li> <li>• toilet training</li> <li>• washing and bath time</li> <li>• skin, teeth and hair</li> <li>• meal times.</li> </ul>		
	1.2. Explain the role of the early years practitioner during: <ul style="list-style-type: none"> <li>• nappy changing</li> <li>• toilet training</li> <li>• washing and bath time</li> <li>• care of skin, teeth and hair</li> <li>• meal times.</li> </ul>		
	1.3. Identify situations in which non-routine physical care is required.		
	1.4. Describe benefits of working in partnership with parents/carers in relation to individual physical care routines.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand hygienic practice in preparing formula feeds.	2.1. Outline hygienic practice when: <ul style="list-style-type: none"> <li>• preparing formula feeds</li> <li>• sterilising equipment.</li> </ul>		
	2.2. Explain how poor hygiene may affect the health of babies in relation to: <ul style="list-style-type: none"> <li>• preparing formula feeds</li> <li>• sterilisation.</li> </ul>		
3. Understand hygienic practice in relation to control of infection.	3.1. Describe the role of the early years practitioner in relation to: <ul style="list-style-type: none"> <li>• hand washing</li> <li>• food hygiene</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment.</li> </ul>		
4. Be able to use hygienic practice to minimise the spread of infection.	4.1. Use hygienic practice in relation to: <ul style="list-style-type: none"> <li>• hand washing</li> <li>• food hygiene</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
5. Understand rest and sleep needs of children.	5.1. Explain the rest and sleep needs of: <ul style="list-style-type: none"> <li>• a baby aged 6 weeks</li> <li>• a baby aged 7 months</li> <li>• a toddler aged 15 months</li> <li>• a child aged 2 and a half years</li> <li>• a child aged 4–5 years</li> <li>• a child aged 6–7 years.</li> </ul>		
	5.2. Explain safety precautions which minimise the risk of sudden infant death syndrome.		
6. Understand childhood immunisation.	6.1. Outline the reasons for immunisation.		
	6.2. Identify the immunisation schedule.		
	6.3. Explain the reasons why some children are not immunised.		
7. Be able to support children in personal physical care routines.	7.1. Support children in personal physical care routines in relation to: <ul style="list-style-type: none"> <li>• toileting</li> <li>• washing and/or bath time</li> <li>• skin, teeth and hair</li> <li>• meal times</li> <li>• resting and/or sleeping.</li> </ul>		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 1.3**

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Additional unit assessment requirements.

This unit must be assessed in line with the CACHE assessment strategy and principles.

**Unit 12: Support children's positive behaviour**

<b>Unit reference</b>	H/505/9299	<b>Unit Level</b>	2
<b>Credit value</b>	2	<b>GL</b>	15
<b>Unit aim</b>	This unit provides the knowledge, understanding and skills required to support children's positive behaviour.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand policies and procedures relating to children's positive behaviour.	1.1. Identify policies and procedures relating to children's positive behaviour.		
	1.2. Explain the need for a consistent approach in applying boundaries and guidelines for children's behaviour.		
2. Be able to support positive behaviour.	2.1. Describe the benefits of encouraging and rewarding positive behaviour.		
	2.2. Explain how modelling positive behaviours impacts on children's behaviour.		
	2.3. Model positive behaviour.		
	2.4. Use positive reinforcement with children.		
3. Be able to respond to inappropriate behaviour.	3.1. Identify inappropriate behaviour.		
	3.2. Describe procedures for reporting inappropriate behaviour.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Use agreed strategies for dealing with inappropriate behaviour.		
4. Be able to reflect on own role in relation to managing children's behaviour in own setting.	4.1. Reflect on own role in relation to managing children's behaviour in own setting.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 12**

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

Assessor name:

Signature:

Date:

**Additional information about the unit:**

Additional unit assessment requirements.

This unit must be assessed in line with the CACHE assessment strategy and principles.

Assessment criteria 2.2, 2.3, 2.4 and 3.1 must be assessed in the workplace.

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

**Unit 3.8: Understand how to plan to meet the needs of the developing child**

**Unit reference** T/505/9307 **Unit level** 2

**Credit value** 1 **GL** 9

**Unit aim** This unit provides the learner with the knowledge and understanding to plan to meet the needs of the developing child.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved</b>   initial and date
1. Understand approaches to planning when working with children from birth to 7 years.	1.1. Explain why the early years practitioner plans to meet individual needs of children.		
	1.2. Describe approaches to planning to meet individual needs of children in the: <ul style="list-style-type: none"> <li>• short term</li> <li>• long term.</li> </ul>		
	1.3. Explain planning in relation to current frameworks.		
2. Understand how to plan to meet the needs of children.	2.1. Describe information the early years practitioner requires to be able to plan to meet the needs of children.		
	2.2. Explain the reasons for identifying children's needs, interests and stage of development prior to planning.		
	2.3. Explain the role of observation in planning.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.4. Devise a plan to meet the needs of an individual child.		
	2.5. Explain why the early years practitioner involves others in planning for the next steps of children's development.		
	2.6. Describe reasons for tracking children's progress.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 3.8**

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Additional unit assessment requirements.

This unit must be assessed in line with the CACHE assessment strategy and principles.

**Unit 6: Supporting children's play**

<b>Unit reference</b>	F/505/9293	<b>Unit level</b>	2
<b>Credit value</b>	3	<b>GL</b>	23

**Unit aim** This unit provides the learner with the knowledge, understanding and skills required to contribute to enabling play environments.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the play environment.	1.1. Explain what is meant by 'the play environment'.		
	1.2. Explain how environments support play.		
	1.3. Explain how to work with others to create enabling play environments in early years settings.		
2. Understand how the early years practitioner supports children's behaviour and socialisation within play environments.	2.1. Describe the role of the early years practitioner in supporting children's socialisation within play environments.		
	2.2. Explain how modelling positive behaviours impacts on children's behaviour.		
3. Be able to support children's behaviour and socialisation within play environments.	3.1. Model positive behaviour.		
	3.2. Plan an activity which supports children's socialisation.		
	3.3. Carry out an activity which supports children's socialisation.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.4. Reflect on own role in supporting children’s behaviour and socialisation within play environments.		
4. Be able to create an enabling play environment which meets the age, stage and needs of children.	4.1. Describe how an enabling play environment meets the age, stage and needs of children.		
	4.2. Create an enabling play environment.		
	4.3. Reflect on own role in creating enabling play environments.		

**Learner declaration of authenticity:**  
 I declare that the work presented for this unit is entirely my own work.

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit: Unit 6**  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

<b>Additional information about the unit:</b>	
Additional unit assessment requirements.	This unit must be assessed in line with the CACHE assessment strategy and principles.

## EYP 11: Support the needs of babies and young children with Special Educational Needs and Disability

**Unit reference** L/617/1993 **Unit level** 2

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

**Unit aim** The aim of this unit is to extend practitioner's knowledge, understanding and skills for best practice supporting children with Special Educational Needs and Disability in the Early Years.

**Learning outcomes 5 and 6 must be achieved with regard to the learner's own experience in a real work environment. A range of appropriate methods can be applied.**

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand statutory guidance in relation to the care and education of children with Special Educational Needs and Disabilities.	1.1. Describe statutory guidance in relation to the care and education of children with Special Educational Needs and Disabilities.		
	1.2. Describe the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Understand how children learn and develop in the Early Years.	2.1. Describe how children learn and the expected pattern of babies' and children's development from birth to 7 years. Areas of development to include: <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• brain development</li> <li>• literacy and numeracy.</li> </ul>		
	2.2. Explain the importance to children's holistic development of: <ul style="list-style-type: none"> <li>• speech, language and communication</li> <li>• personal, social and emotional development</li> <li>• physical development</li> <li>• literacy and numeracy.</li> </ul>		
	2.3. Explain how babies' and young children's learning and development can be affected by their stage of development, well-being and individual circumstances.		
3. Understand the impact of transition.	3.1. Describe the significance of attachment.		
	3.2. Explain the key person's role in relation to transition.		
	3.3. Discuss how transitions and other significant events impact babies and young children.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence Record</b> e.g. page number & method	<b>Assessor judgement achieved Initial and date</b>
4. Understand best practice for meeting the individual needs of young children.	4.1. Explain the importance of the voice of the child, parental/carer engagement, the home-learning environment and their roles in early learning.		
5. Be able to plan to meet the individual stages of babies and young children.	5.1. Work in ways that value and respect the developmental needs and stages of babies and children, including supporting children during a range of transitions.		
	5.2. Support the assessment, planning, implementation and reviewing of each baby's and young child's individual plan for their care and participation in line with the Graduated Approach.		
	5.3. Describe what specialist aids, resources and equipment are available for the children you work with and how to use these safely.		
6. Be able to work in partnership.	6.1. Explain partnership working, including work with parents/carers, in relation to working effectively with children with Special Educational Needs and Disabilities.		
	6.2. Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.		
	6.3. Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development.		
	6.4. Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development.		



Guidance for developing assessment arrangements for the unit	
Unit assessment guidance – provided by the sector	These criteria have been developed by an expert reference group. The unit is also available as a standalone unit for Level 2 practitioners qualifying prior to September 2019 as Continuous Professional Development.
Unit assessment guidance	Learners are invited to apply their own experience in a real work setting through a range of assessment methods.

#### Additional guidance for this unit:

##### **Introduction**

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education.

All early years providers are required to have arrangements in place to identify and support children with Special Educational Needs or Disabilities (SEND) and to promote equality of opportunity for children in their care. These requirements are set out in the Early Years Foundation Stage [framework](#).

*A child who is under compulsory school age has a special educational need if they are likely to have a learning difficulty or disability that calls for special educational provision when they reach compulsory school age, or they would do if special educational provision were not made for them.*

All early years providers in the maintained, private, voluntary and independent sectors that are funded by the local authority must have regard to the [Special Educational Needs and Disability \(SEND\) code of practice](#), which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations, and applies to England. It relates to children and young people with Special Educational Needs (SEN) and disabled children and young people.

Maintained nursery schools must identify a member of staff with Qualified Teacher Status (QTS) to act as Special Educational Needs Coordinator (SENCo). From September 2009 every new SENCo in a maintained school is required to gain the [Master's-level National Award for Special Educational Needs Coordinator](#) within three years of taking up the post.

Other providers (in the private, voluntary and independent sector) are expected to identify a SENCo (QTS is not required, however). (DfE (2014) [Statutory Framework for Early Years Foundation Stage](#), para 3.67)

Childminders are encouraged to identify a person to act as SENCo. Childminders who are registered

with a childminder agency or who are part of a network may wish to share that role between them.

The legal responsibilities for disabled children and children with SEN lie with the responsible body (Equality Act duties) or the appropriate authority (Children and Families Act duties). In both cases this is the governing body for a maintained school, including a maintained nursery school, and the proprietor, that is, the owner or the management committee of a private, voluntary or independent nursery. (Para 5.10 of the [Special Educational Needs and Disability \(SEND\) code of practice refers.](#))

The Early Years Level 2 SEND qualification is for Level 2 Early Years Practitioners. It is also appropriate for childminders. It is important to ensure that the best possible educational outcomes are achieved for children with Special Educational Needs and Disabilities.

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit:** Unit EYP11

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

Assessor name:

Signature:

Date:

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

# Section 4:

## Assessment and quality assurance information

### Recommended assessment methods

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

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

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> <li>• by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness evidence* <ul style="list-style-type: none"> <li>• when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> <li>• may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes

<b>Ref</b>	<b>Assessment Method</b>	<b>Assessing Competence/ Skills</b>	<b>Assessing Knowledge/ Understanding</b>
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

### Assessment strategies and principles relevant to these qualifications

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

The key requirements of the assessment strategies or principles that relate to units in these qualifications are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the secure website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within the Centre conform to the SSC or CACHE assessment requirements for the **unit** they are assessing or quality assuring.

### Assessment Strategy

#### Knowledge learning outcomes

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

#### Competence/Skills learning outcomes

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

### Skills for Care and Development Assessment Principles

#### Knowledge learning outcomes

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

#### Competence / Skills learning outcomes

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

### Teaching Agency (formerly Training and Development Agency for Schools) Assessment Principles

#### Knowledge learning outcomes

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

#### Competence / Skills learning outcomes

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

## Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

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

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



# Section 5:

## Documents and resources

### Useful documents

This section refers to useful documents that can be found in the members area on QualHub, some of which may assist with the delivery of these qualifications.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

### Mandatory documents

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

- Evidence Record
- Record of Assessment Cycle

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

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms are available in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance on the secure website**.

### Resources

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

### Safeguarding guidance

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

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

## Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on the NCFE website for more information and to see what is available for these qualifications.

### **Third-party products**

Products to support the delivery of these qualifications are offered by the following third-party suppliers:

- The Skills Network (Level 2 Certificate Introducing Caring for Children and Young People)

For more information about these resources and how to access them please visit the NCFE website.

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

**Qualification title and reference number:**

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NCFE CACHE Level 2 Award in Preparation for the Responsibilities of Parenting	600/0421/6
NCFE CACHE Level 2 Certificate Introducing Caring for Children and Young People	600/0336/4
NCFE CACHE Level 2 Diploma Introducing Caring for Children and Young People	603/3477/0

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