

NCFE

CACHE

Qualification specification

**NCFE CACHE Entry Level Award in
Caring for a Child / Children (Entry 3)
QN: (500/9354/X)**

**NCFE CACHE Entry Level Certificate in
Caring for a Child / Children (Entry 3)
QN: (500/9353/8)**

Contents

Summary of changes	3
Section1: General introduction	4
About this Qualification Specification	4
How the qualifications work	4
Total Qualification Time/Guided Learning: Definitions	5
Recognition of Prior Learning (RPL)	5
Credit transfer	5
Understanding learning outcomes	5
Making use of our websites	6
Our website	6
The Centre Secure Website	6
Plagiarism	6
Equal opportunities	6
Diversity, access and inclusion	6
Section 2: About these qualifications	8
Qualification summary	8
Qualifications introduction and purpose	12
Rules of combination	12
Unit achievement log	13
Section 3: Units	15
Unit layout	16
Explanation of terms used at Entry Level:	17
Section 4: Assessment and quality assurance information	73
Assessment guidance	73
Assessment strategies and principles relevant to these qualifications	74
Assessment Strategy	74
Staffing requirements	75
Assessors and Internal Quality Assurance	75
Section 5: Documents and resources	76
Useful documents	76
Mandatory documents	76
Resources	76
Safeguarding guidance	76

Summary of changes

This section summarises the changes to this qualification specification since the last version (version 10.0 September 2018).

Version	Publication Date	Summary of amendments
v10.1	April 2019	Safeguarding guidance added
v11.0	August 2019	<p>Amends throughout document in Sections 1, 2 and 3.</p> <p>Key changes:</p> <ul style="list-style-type: none"> • updating any reference of children aged up to 5 years, to 5 years 11 months • addition of note for reference to EAL: English as an additional language (EAL) is not an indication of a special educational need (SEN) unless accompanied by one • amendments to legislation reference in order to provide up to date information. <p>Included with these updates are minor grammatical amends to the LO/ACs of units: CFC 1, CFC 7, CFC 8, CFC 11 and IRRE 3. To the 'Your learning' section for units: CFC 2, CFC 9, CFC 10, CFC 11, CFC 12 and IRRE 3. To the Guidance for units: CFC 1 and CFC 2. And to the Unit aim for: CFC 8.</p>
v11.1	November 2019	<p>Update to Rules of Combination for the Award to include Level 1 units on page 14 and 18.</p> <p>Removal of section - Rules of progression from Entry 3 Award to Certificate.</p> <p>Resources section added – information regarding the wellbeing and safeguarding of learners.</p>
v11.2	June 2022	<p>Further information added to the qualification summary tables in the additional assessment requirements section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section of the qualification summary tables to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p>

Section1: General introduction

About this Qualification Specification

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

How the qualifications work

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

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

Each unit has:

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

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

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

Total Qualification Time/Guided Learning: Definitions

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

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

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

Guided Learning (GL)

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

Recognition of Prior Learning (RPL)

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

Credit transfer

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

Understanding learning outcomes

There are two main types of learning outcome:

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

Sometimes they can cover a combination of the two.

Competence / Skills based learning outcomes:

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

Knowledge based learning outcomes:

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

Making use of our websites

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

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

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 qualifications, including a qualification factsheet and other supporting materials.

The Centre Secure Website

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

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

Plagiarism

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

Buying and selling assignments

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

Equal opportunities

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

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation

and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

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

Section 2: About these qualifications

Qualification summary

Title	NCFE CACHE Entry Level Award in Caring for a Child/Children (Entry 3)		
Qualification number	500/9354/X		
Aim	<p>This qualification is designed to stimulate interest and encourage a learner's understanding of the skills needed to care for a baby or young child. It is aimed at young people or adults needing to develop life skills.</p> <p>The qualification is also suitable for parents who wish to develop parenting skills and life skills, including those with special educational needs or where English is an additional language (please note; English as an additional language (EAL) is not an indication of a special educational need (SEN) unless accompanied by one).</p>		
Purpose Ofqual code and description (where applicable)	<p>A. Recognise personal growth and engagement in learning. A2. Recognise development of knowledge and/or skills to operate independently and effectively in life, learning and work.</p> <p>Note: Does not confer competence or licence to practice.</p>		
Total Qualification Time (hours)	90		
Guided learning (hours)	85		
Credit value	9	Minimum credits at / above Level	6
Minimum age of learner	14		
Age ranges covered by the qualification	Birth to 16 years. (Individual units may have specific guidance, e.g.: 'Young Child' is defined as Birth to 5 years 11 months.)		
Real work environment (RWE) requirement / recommendation	Learners do not need to be working or undertaking practical placements to take this qualification.		

Rules of Combination	Learners must achieve a minimum of 9 credits for the Award. 5 or more credits must be achieved at Entry Level 3 or Level 1 (Group A). A further 4 credits must be achieved from Group A and/or Group B.
Progression	Learners are able to progress onto the Entry Level Certificate in Caring for a Child/Children (Entry 3) or Level 1 Award, Certificate and Diploma in Caring for Children giving the opportunity to carry forward shared units. Further progression opportunities will depend on the learners' abilities, but could include a broad range of destinations in Foundation Learning including: <ul style="list-style-type: none"> • GCSEs • supported employment • independent living.
Recommended assessment methods	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. * NB: assessment tasks are provided for tutors' convenience. They are not mandatory.
Additional assessment requirements	Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.
Grading system	Achieved/Not Yet Achieved
How long will it take to complete?	The Award and the Certificate can usually be completed in one year or less when taken as part of Foundation Learning.
Entry requirements / recommendations	Learners should be at least 14 years old. We do not set any other entry requirements but Centres may have their own guidelines. Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 500/9354/X.

Title	NCFE CACHE Entry Level Certificate in Caring for a Child/Children (Entry 3)		
Qualification number	500/9353/8		
Aim	<p>This qualification is designed to stimulate interest and encourage a learner's understanding of the skills needed to care for a baby or young child. The Certificate builds on the knowledge gained from the Award.</p> <p>The qualification is also suitable for parents who wish to develop parenting skills and life skills, including those with special educational needs or where English is an additional language (please note; English as an additional language (EAL) is not an indication of a special educational need (SEN) unless accompanied by one).</p>		
Purpose Ofqual code and description (where applicable)	<p>A. Recognise personal growth and engagement in learning. A2. Recognise development of knowledge and/or skills to operate independently and effectively in life, learning and work.</p> <p>Note: Does not confer competence or licence to practice.</p>		
Total Qualification Time (hours)	180		
Guided learning (hours)	175		
Credit value	18	Minimum credits at / above Level	15
Minimum age of learner	14		
Age ranges covered by the qualification	Birth to 16 years. (Individual units may have specific guidance, e.g.: 'Young Child' is defined as Birth to 5 years 11 months.)		
Real work environment (RWE) requirement / recommendation	Learners do not need to be working or undertaking practical placements to take this qualification.		
Rules of Combination	Learners must achieve a minimum of 18 credits for the Certificate. 10 or more credits must be achieved at Entry Level 3 or Level 1 (Group A) a further 8 credits must be achieved from Group A and/or Group B.		

Progression	<p>This qualification provides a straight forward progression to the Level 1 Award, Certificate and Diploma in Caring for Children giving the opportunity to carry forward shared units.</p> <p>Further progression opportunities will depend on the learners' abilities, but could include a broad range of destinations in Foundation Learning including:</p> <ul style="list-style-type: none"> • GCSEs • supported employment • independent living.
Recommended assessment methods	<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>
Additional assessment requirements	<p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
Grading system	<p>Achieved/Not Yet Achieved</p>
How long will it take to complete?	<p>The Award and the Certificate can usually be completed in one year or less when taken as part of Foundation Learning.</p>
Entry requirements / recommendations	<p>Learners should be at least 14 years old. We do not set any other entry requirements but Centres may have their own guidelines.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>
Regulation information	<p>This is a regulated qualification. The regulated number for this qualification is 500/9353/8.</p>

Qualifications introduction and purpose

These qualifications:

- are suitable for 14-19 year olds as well as adults and those who have English as an Additional Language (EAL) learners (please note; English as an additional language (EAL) is not an indication of a special educational need (SEN) unless accompanied by one).
- are part of Foundation Learning (FL) and are will be eligible for Foundation Learning funding
- allow learners to discover and develop skills to care for children
- will be signposted to relevant Statutory Frameworks and Guidance

Rules of combination

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

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

Rules of combination for the Award:

- learners must achieve a minimum of 9 credits for the Award
- 5 or more credits must be achieved at Entry Level 3 or Level 1 (Group A)
- a further 4 credits must be achieved from Group A and/or Group B.

Rules of combination for the Certificate:

- learners must achieve a minimum of 18 credits for the Certificate
- 10 or more credits must be achieved at Entry Level 3 or Level 1 (Group A)
- a further 8 credits must be achieved from Group A and/or Group B.
- Progression from Entry Level 3 to Level 1 Award, Certificate and Diploma

If the following units have been achieved at Entry Level 3 the credits may be counted towards the Level 1 Award/Certificate/Diploma in Caring for Children:

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

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

Unit achievement log

Entry Level Award and Certificate in Caring for a Child / Children (Entry 3)

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

Unit number	Unit reference	Unit title	Unit Type	Level	Credit	GL	Page	Notes (for your own use)
Group A								
CFC 1	T/601/3406	Confidence building for the young child through play	VOC	EL3	3	30	18	
CFC 2	F/601/0119	Listening to and talking with a young child	VOC	EL3	3	30	22	
CFC 3	J/601/0123	Providing a safe and hygienic environment for a young child	VOC	EL3	3	30	26	
CFC 4	Y/601/0126	Routines for a young child	VOC	EL3	4	40	31	
CFC 5	K/601/0129	Play and learning in the home	VOC	EL3	3	30	35	
CFC 6	F/601/3456	Responsibilities of new parent(s)	VOC	EL3	3	30	39	
CFC 7	T/601/0120	Eating healthily	VOC / PSD	EL3	3	30	43	
CFC 8	R/601/3459	Contraception information	VOC / PSD	EL3	1	10	47	

Unit number	Unit reference	Unit title	Unit Type	Level	Credit	GL	Page	Notes (for your own use)
IRRE 3	A/502/0458	Individual rights and responsibilities	PSD	EL3	1	10	51	
CFC 9	M/601/0116	Respecting and valuing children	VOC	1	2	18	55	
CFC 10	T/601/0117	Children's play and leisure activities in the community	VOC	1	3	27	59	
Group B								
CFC 11	A/601/3455	Healthy lifestyle	PSD	EL2	2	20	64	
CFC 12	K/601/3452	Peer mentoring	PSD	EL2	1	10	69	

Section 3: Units

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

Unit layout

For each unit the following material has been provided:

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

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

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

Explanation of terms used at Entry Level:

(not all verbs are used in these qualifications)

Contribute to	Give ideas or opinions about the subject.
Demonstrate	Show an understanding of the subject.
Describe	Provide some details about the subject or item.
Explain	Provide some details about the subject with simple reasons showing how or why.
Give (an example of...)	Provide a relevant example to support the subject.
Identify	List or name some of the main points.
Indicate	Point out or show.
Label	Give the correct name to identify the subject.
List	Make a list of words, sentences or comments.
Name	Give the correct words which identify the subject.
Order	Arrange in a logical way.
Plan	Think about, organise and give information in a logical way. This could be presented as written information, a diagram or an illustration.
Respond to	Reply or answer in words.
Show	Give some information that includes knowledge about the subject.
State	Give some of the main points in brief, clear sentences.

CFC 1: Confidence building for the young child through play

Your learning

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

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

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

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

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

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

CFC 1: Confidence building for the young child through play

Unit reference	T/601/3406	Level	Entry Level 3
Credit value	3	GL	30
Unit aim	The aim of this unit is to enable the learner to understand how play can build a child's confidence, self-esteem and communication skills.		

Learner name:		Centre no:	
PIN:		ULN:	

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 the support a young child needs to gain confidence through play.	1.1. List play activities that would help build a child's confidence.		
	1.2. Outline the support that the child may need whilst gaining confidence in an activity.		
2. Know how to encourage a young child to express their feelings through play.	2.1. Give an example of an activity that will support a child to express their feelings.		
	2.2. Identify how interaction can help to build a child's self-esteem.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CFC 1

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Sector guidance

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

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

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

Task 1 links to assessment criteria 1.1 and 1.2.

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

1. _____

2. _____

3. _____

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

1. _____

2. _____

Task 2 links to assessment criteria 2.1 and 2.2.

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

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

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

CFC 2: Listening to and talking with a young child

Your learning

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

You must be able to show how a child knows that an adult is listening to them. What does the adult need to do and say? There are lots of ways that you can help babies and young children develop effective communication skills. Part of this unit is exploring the activities that you could use with babies and with older children up to the age of five years 11 months. The activities you choose to list for your assessment must be suitable for a two year old child.

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

CFC 2: Listening to and talking with a young child

Unit reference	F/601/0119	Level	Entry Level 3
Credit value	3	GL	30
Unit aim	The aim of this unit is to help the learner understand the importance of listening to and talking with a young child. It will also explore activities that will help develop a child's communication skills.		

Learner name:		Centre no:	
PIN:		ULN:	

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 skills for communicating with a young child.	1.1. State ways an adult can be responsive when listening to a young child.		
	1.2. Give an example of active listening.		
2. Understand activities that will develop a child's talking and listening skills.	2.1. List activities for listening to and talking with a 2 year old child.		
	2.2. Identify the role of the adult in these activities.		
	2.3. State the active part taken by the child in each of these activities.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CFC 2

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Sector guidance	A young child is designated as a child from birth to 5 years 11 months.
Our guidance	<p>Part of this unit is exploring the activities that could be used with babies and with older children up to the age of five years 11 months.</p> <p>The activities chosen for the assessment for learning outcome 2 must be suitable for a two year old child.</p> <p>This unit is concerned with effective communication and learners should explore:</p> <ul style="list-style-type: none">• language development and the role of the adult• activities to stimulate language development• verbal and non-verbal communication• effective communication with young children-strategies to promote communication.

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

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

Task 1 links to assessment criteria 1.1 and 1.2.

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

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

1. _____
2. _____

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

Complete the following table with:

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

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

CFC 3: Providing a safe and hygienic environment for a young child

Your learning

You will learn about why it is important to practise good personal hygiene yourself and how to teach young children hygiene activities so that they are able to develop a healthy daily routine.

You will learn about common childhood illnesses so that you will be able to identify when a child is unwell and know how to respond and care for them.

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

CFC 3: Providing a safe and hygienic environment for a young child

Unit reference	J/601/0123	Level	Entry Level 3
Credit value	3	GL	30
Unit aim	The aim of this unit is to introduce the learner to the importance of providing a safe and hygienic environment for a young child.		

Learner name:		Centre no:	
PIN:		ULN:	

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 the importance of personal hygiene.	1.1. Outline daily personal hygiene activities for carer and young child.		
	1.2. State why personal hygiene is important in the care of a young child.		
2. Know about signs of ill health in a young child.	2.1. Identify common signs of ill health in a young child.		
	2.2. Give examples of how to respond to signs of ill health in a young child.		
3. Know about keeping a young child safe in the home.	3.1. Identify possible hazards to a young child in the home.		
	3.2. Give examples of how to prevent accidents to a young child in the home.		

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 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.

Guidance for developing assessment arrangements for the unit:

Sector guidance

A young child is designated as a child under 5 years and 11 months old.

Assessment task – CFC 3 Providing a safe and hygienic environment for a young child

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

Task 1 links to assessment criteria 1.1 and 1.2.

Produce an A4 leaflet or poster which could be displayed at the local library which gives information to carers and parents of young children about the following:

- daily personal hygiene activities for a carer and young child

Daily personal hygiene activities	
For the carer/adult	For the young child
1.	1.
2.	2.
3.	3.

- state why personal hygiene is important in the care of young children.

Task 2 links to assessment criteria 2.1 and 2.2.

- make a list of common signs of ill health in a young child.

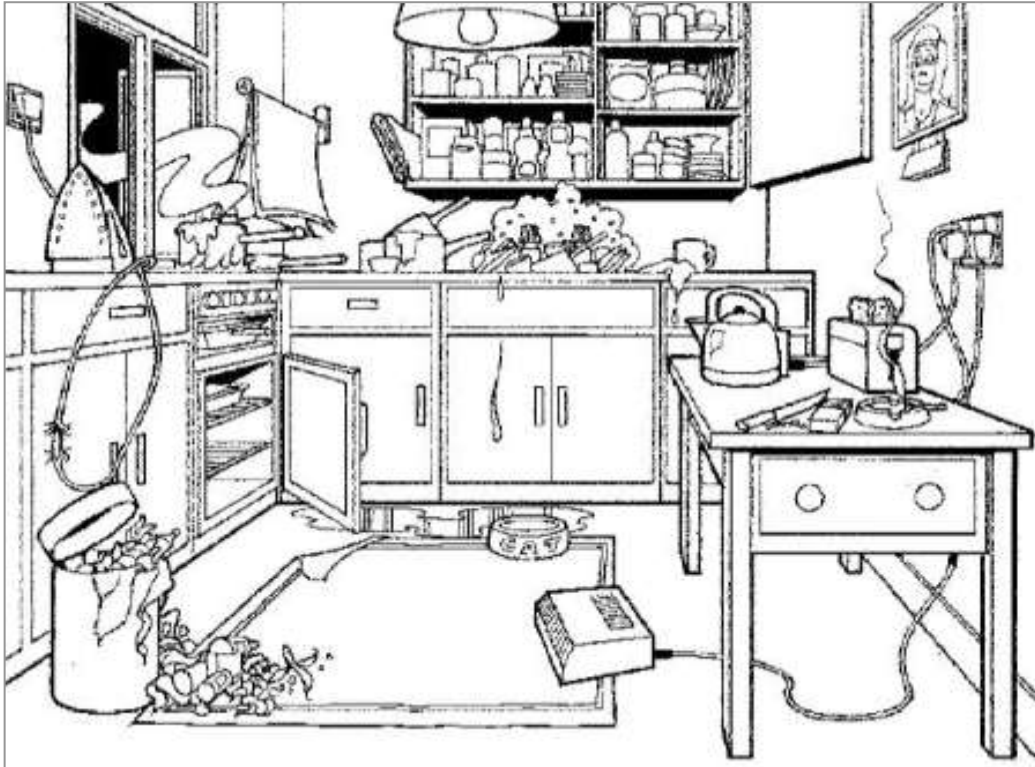
1. _____
2. _____
3. _____

- give examples of how to respond to signs of ill health in a young child.

1. _____
2. _____

Task 3 links to assessment criteria 3.1 and 3.2.

- find hazards to young children in the picture below and circle them.



Picture from the ELC handbook

Choose three of the hazards above and list them in the chart below, for each hazard listed state how to prevent an accident to the child in the home.

List identified hazards to a young child in the home	State how to prevent an accident to the young child in the home
1.	
2.	
3.	

CFC 4: Routines for a young child

Your learning

You will learn about routines that make up a young child's day. You will explore the reasons why it is important for babies and young children to have routines and you will have the opportunity to plan a daily routine for a young child aged 1 to 2 years old.

This unit teaches you the importance for young children of providing a healthy balanced diet.

Young children rely on the adult for all their care needs, to make sure they are clean, well fed, get sufficient rest and sleep and are clothed appropriately for the weather. The task for this unit is to make sure that you have understood that you are able to plan for their needs.

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

CFC 4: Routines for a young child

Unit reference	Y/601/0126	Level	Entry Level 3
Credit value	4	GL	40
Unit aim	The aim of this unit is to make the learner aware of the value of a routine for a young child and gives an opportunity for the learner to explore aspects of daily activities.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the role of a routine in the care of a young child.	1.1. Outline a daily routine for a young child aged 1 to 2 years.		
	1.2. State the benefits to the young child in having a routine.		
2. Know about the need for a healthy diet for the young child.	2.1. Give an example of a healthy diet for a young child aged 2 years.		
3. Know how to dress a young child for different weather.	3.1. Give examples of different clothing and protection for a young child aged 1 to 2 years who are outside in the following types of weather: <ul style="list-style-type: none"> • a hot sunny day • a rainy day • a bitterly cold day • a windy day. 		
4. Know how to support a young child to restful sleep.	4.1. Identify the requirements for the sleeping area for a young child aged 2 years.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Describe how the following helps to prepare a young child aged 1 to 2 for bedtime: <ul style="list-style-type: none"> • bath time • personal hygiene • clothing and bedding • calming down activity(s). 		

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 4
 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 4 Routines for a young child

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

Introduction

This unit will help you to begin to understand the value of a daily routine for a young child and learn about the different activities that takes place in a young child's day.

Task 1 links to assessment criteria 1.1 and 1.2.

- In chart form give information about a daily routine for a young child aged 1 to 2 years, starting from the time the child wakes up, until the time the child goes to sleep at night.
- State a minimum of 2 benefits of a routine for the young child.

Task 2 links to assessment criteria 2.1.

- Design a menu showing a healthy diet suitable for a 2 year old child for one day:
 - include all meals, snacks and drinks which the child needs during the day.

Task 3 links to assessment criteria 3.1.

- Produce an A4 poster showing suitable clothing and protection for children aged 1 to 2 years who are outside in the following types of weather:
 - a hot sunny day
 - a rainy day
 - a bitterly cold day
 - a windy day.

You may use drawings, writing or cut pictures from magazines.

Task 4 links to assessment criteria 4.1.

- Plan a sleeping area that meets the requirements of a child aged 1 to 2 years.
- Write a brief description of how the following prepares a 1 to 2 year old child for their bedtime:
 - bath time
 - personal hygiene
 - clothing and bedding
 - calming down activities.

CFC 5: Play and learning in the home

Your learning

You will learn how babies and young children develop. At birth a baby is able to make movements with their arms and legs, cry and make noises, suck a bottle or breast, at this time they sleep for a lot of the time. Five year olds are able to move with control and coordination, run around, talk, brush their teeth, wash and eat by themselves. It is important to learn about the different stages of development so that you can understand why you need to provide different play opportunities for the different ages. This will also help you to understand how the adult's role differs depending on the age of the child.

The unit is about play in the home so you will learn about the roles and responsibilities of the adult before, during and after play in the home, not in the community. This will include knowledge about how the adult can support babies and young children while they play.

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

CFC 5: Play and learning in the home

Unit reference	K/601/0129	Level	Entry Level 3
Credit value	3	GL	30
Unit aim	The aim of this unit is to enable the learner to provide play activities in the home and understand the adult's role and responsibilities in supporting children's play.		

Learner name:		Centre no:	
PIN:		ULN:	

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 ways to provide play in the home for a young child.	1.1. Identify home based play opportunities that are appropriate for the following age ranges: <ul style="list-style-type: none"> • baby birth to 6 months • baby 6 months to 1 year • young child age 1 to 2 years. 		
2. Understand the role of the adult during play in the home.	2.1. List ways the adult can support a young child's play in the home.		
	2.2. Identify the responsibilities of the adult during a young child's play in the home.		

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 5

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 5 Play and learning in the home

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

Introduction

A local parent and toddler group has asked for suggestions for examples of play opportunities in the home for children under two.

Task 1 links to assessment criteria 1.1.

Produce a booklet titled 'Young Children's play and learning in the home'.

You need to show play opportunities for the age ranges displayed in the table below:

Play opportunities for the young child in the home	
Age range	Activity / play opportunity
Birth to 6 months	1. 2.
6 months to 1 year	1. 2.
1 year to 2 years	1. 2.

You may use drawings or pictures that you find to illustrate your ideas.

Task 2 links to assessment criteria 2.1 and 2.2.

In your booklet give the following information in a section called 'The role of the adult':

- list the ways an adult can support a young child when playing in the home
- state the responsibilities of the adult during a young child's play in the home.

CFC 6: Responsibilities of new parent(s)

Your learning

You will learn how a baby grows and develops in the mother's uterus, from the time she conceives to the time the baby is born, which is usually 40 weeks.

A mother-to-be should take special care of herself during her pregnancy so that the baby can develop normally. You will learn about how she should care for herself during this time.

There are several factors that can harm a baby while it is growing and developing inside the mother. You will learn about those factors and what harm can occur.

Giving birth and having a new baby can be a stressful time for the new parent(s) and some do not have relatives nearby to support them. You will learn what support a new parent may need during the first 12 weeks of the baby's life and what support is available in your community.

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

CFC 6: Responsibilities of new parent(s)

Unit reference	F/601/3456	Level	Entry Level 3
Credit value	3	GL	30
Unit aim	The aim of this unit is to help the learner understand some of the responsibilities of parenting. It will also highlight the care and support that is needed and available during pregnancy and the first weeks of a baby's life.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know about a baby's growth and development during pregnancy.	1.1. State the stages from conception to birth.		
2. Understand the care required for a mum during pregnancy.	2.1. Identify how a mum-to-be should care for herself before the birth of her baby.		
	2.2. List factors which could harm an unborn baby.		
3. Know the support available to new parent(s).	3.1. List support that new parent(s) may need during the first 12 weeks of a baby's life.		
	3.2. Identify where to obtain support for: <ul style="list-style-type: none"> • the new baby • the new mum • the new parent(s). 		

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 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.

Assessment task – CFC 6 Responsibilities of new parent(s)

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

Introduction

Caring for a baby is a big responsibility. A local organisation supports parents who are expecting a baby. They have asked students from your course to help them to produce an information booklet that can be given to new parents.

Task 1 links to assessment criteria 1.1.

Section 1 of your booklet must show:

- how the baby develops from conception to birth.

You can use drawings or pictures and writing to show each stage.

Task 2 links to assessment criteria 2.1 and 2.2.

Section 2 of your booklet must include:

- ways that the mum-to-be should care for herself before the baby is born
- a list of factors which could harm the unborn baby.

Task 3 links to assessment criteria 3.1 and 3.2.

Section 3 of your booklet must include:

- a list of the support that new parent(s) will need during the first 12 weeks of the baby's life
- identify where support for each of the following can be obtained:
 - the new baby
 - the new mum
 - the new parent(s).

CFC 7: Eating healthily

Your learning

You will study and learn about the various nutrients that are found in the food we eat. You will learn what sort of foods make up the different food groups, and how many from each group we should eat during the day in order to have a balanced diet.

A balanced healthy diet is part of living a healthy lifestyle and there are aspects of this unit that will help your learning for the unit *Healthy lifestyle*.

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

CFC 7: Eating healthily

Unit reference	T/601/0120	Level	Entry Level 3
Credit value	3	GL	30
Unit aim	The aim of this unit is to enable the learner to gain knowledge of the main food groups and an understanding of how they make up a balanced diet.		

Learner name:		Centre no:	
PIN:		ULN:	

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 the importance of eating healthily.	1.1. List the main food groups.		
	1.2. Outline why it is important to eat food from each of the main food groups.		
2. Know about combining food to make up a balanced diet.	2.1. List the foods which form a balanced diet for the following meals: <ul style="list-style-type: none"> • morning - breakfast • midday - main meal • evening - tea. 		

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 7

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 7 Eating healthily

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

Task 1 links to assessment criteria 1.1 and 1.2.

You have been asked to give information for a student magazine about eating healthily. The information can be presented using words, pictures and or diagrams but must include:

- a list of the main food groups
- and why it is important to eat food from each of the main food groups.

Task 2 links to assessment criteria 2.1.

Complete a menu card to show a balanced diet for the following meals:

- morning – breakfast
- mid-day – main meal
- evening – tea.

Menu card
Morning - breakfast

Menu card
Midday - main meal

Menu card
Evening - tea

CFC 8: Contraception information

Your learning

You will learn about the various methods of contraception that people use today, how they work and the strengths and weaknesses of each method. This information will form part of your assessment for the unit.

You should research where in your community you can go for advice and support about sexual issues and queries which include questions about contraception. Health clinics and surgeries are staffed by various health care professionals and you will learn about what they do and who can give the most appropriate advice about contraception.

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

CFC 8: Contraception information

Unit reference	R/601/3459	Level	Entry Level 3
Credit value	1	GL	10
Unit aim	The aim of this unit is to look at the different methods of contraception and their strengths and weaknesses as well as any possible risks. It will also provide information on where to go for contraception advice and support.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know about contraception.	1.1. List methods of contraception.		
	1.2. Outline the strengths and weaknesses of each method of contraception listed.		
2. Know where to seek advice in relation to contraception.	2.1. Identify where support on contraception can be obtained.		
	2.2. Give examples of professionals available to talk to individuals about contraception.		

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 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.

Assessment task – CFC 8 Contraception information

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

Introduction

The task below will enable you to show your understanding of the strengths and weakness of various methods of contraception and where you may be able to obtain professional advice about this important topic.

Task 1 links to assessment criteria 1.1, 1.2, 2.1, and 2.2.

Complete the chart below which gives young people information about contraception. It should include the following points:

- a list of methods of contraception
- outline the strengths and weaknesses of each method of contraception on your list
- where young people can go for advice about contraception
- examples of professionals who are able to talk to young people about contraception.

Method of contraception	Strengths of method	Weaknesses of method
•		
•		
•		
Young people can get advice about contraception from the following 1. 2. 3. etc.		
Examples of professionals who will be able to talk to young people about contraception 1. 2. 3. etc.		

IRRE 3: Individual rights and responsibilities

Your learning

You will develop your understanding about human rights and the responsibilities that you as a citizen have in respect of those rights.

One example might be that you have the right to an education, but then you have the responsibility of making the most of that education and working hard to achieve your potential.

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

IRRE 3: Individual rights and responsibilities

Unit reference	A/502/0458	Level	Entry Level 3
Credit value	1	GL	10
Unit aim	To raise the learner's awareness of their rights and responsibilities as an individual.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand own individual rights and responsibilities.	1.1. Describe an individual human right.		
	1.2. Identify sources of support or information about rights and responsibilities.		
	1.3. Describe a responsibility held by self.		
	1.4. Describe a responsibility to others.		

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: IRRE 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.

Assessment task – IRRE 3 Individual right and responsibilities

This assessment has been designed to meet all assessment criteria for learning outcome 1.

Introduction

Everyone has rights and responsibilities. This unit focuses on your own rights and responsibilities. You need to think about those rights which are relevant in your own life.

Task links to assessment criteria 1.1, 1.2, 1.3 and 1.4.

Produce an information card showing information about the following points:

- a description of a right which relates to your own life
- sources where you can find out about rights and responsibilities
- a description of a responsibility that you have for yourself
- a description of a responsibility that you have to others.

CFC 9: Respecting and valuing children

Your learning

Legislation upholds the rights of children.

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

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

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

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

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

CFC 9: Respecting and valuing children

Unit reference	M/601/0116	Level	1
Credit value	2	GL	18
Unit aim	The aim of this unit is to gain an understanding of respecting and valuing children and some knowledge of the organisations that support children's rights.		

Learner name:		Centre no:	
PIN:		ULN:	

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 how to respect and value children as individuals.	1.1. Give ways to value children as individuals.		
	1.2. State reasons why children need to be respected as individuals.		
2. Understand ways to respect and value children.	2.1. Identify ways to communicate with children to ensure that they feel valued.		
	2.2. Outline behaviour that shows respect and value of children.		
3. Know that children have rights.	3.1. List organisations that promote the rights of children.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CFC 9

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

Assessor name:

Signature:

Date:

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

Assessment task – CFC 9 Respecting and valuing children

This must meet all assessment criteria for learning outcomes 1, 2 and 3.

Introduction

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

Task

Prepare the following information before your interview:

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

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

Your learning

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

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

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

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

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

Unit reference	T/601/0117	Level	1
Credit value	3	GL	27
Unit aim	The aim of this unit is to develop learners' knowledge of the play and leisure facilities which exist in the local community and the benefits for children's development. Learners will find out about the role of adults to support children in play and leisure opportunities.		

Learner name:		Centre no:	
PIN:		ULN:	

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

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

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

Learner signature: _____ Date: _____

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

Assessor name: _____

Signature: _____ Date: _____

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

Guidance for developing assessment arrangements for the unit:	
Sector guidance	1.1. A minimum of 4 organisations. 1.2. A minimum of 4 examples to include indoor and outdoor activities. 3.2. A minimum of 2 factors. Information about play and leisure activities should include those appropriate for children 4 - 16 years.

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

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

Introduction

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

Produce a folder which contains the following:

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

Task 1

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

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

Task 2

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

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

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

Task 3

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

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

CFC 11: Healthy lifestyle

Your learning

You will learn that good health is more than just not being ill, and that the way you choose to live your life will have an impact on your health. This unit is all about providing you with information relating to the different choices that people make in respect of how they choose to live their lives.

You will learn about the good and bad effects that following a particular type of lifestyle can have on health. You will learn how to improve the state of a person's health by making sometimes quite minor changes to a daily or weekly routine.

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

CFC 11: Healthy lifestyle

Unit reference	A/601/3455	Level	Entry Level 2
Credit value	2	GL	20
Unit aim	This unit introduces the concept of lifestyle and its possible effects on health. Learners will reflect on their own or another's lifestyle, then consider the lifestyle choices available and plan for improvements to health.		

Learner name:		Centre no:	
PIN:		ULN:	

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 the effects of lifestyle on health.	1.1. Give examples of lifestyle choices.		
	1.2. State ways that lifestyle can affect health.		
2. Be able to contribute to healthy lifestyle choices.	2.1. Describe what an individual can do to contribute to a healthy lifestyle.		
	2.2. List activities which will make an improvement to an individual's lifestyle.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CFC 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.

Guidance for developing assessment arrangements for the unit:

Sector guidance

- 1.1. A minimum of 2 lifestyle choices e.g. diet, drug use, sexual activity etc.
- 1.2. A minimum of 3 ways to include positive and / or negative effects.
 - 2.1. A minimum of 3 aspects of an individual's lifestyle.
 - 2.2. A minimum of 3 activities.

Assessment task – CFC 11 Healthy lifestyle

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

This unit gives you the opportunity to review lifestyle and gain an understanding of how you can consider changes which may need to be made to ensure a healthy lifestyle.

Your poster links to assessment criteria 1.1, 1.2, 2.1 and 2.2.

Produce an A4 poster which gives the following information:

- examples of lifestyle choices (a minimum of 2 examples)
- show how lifestyle can affect health (a minimum of 1 good affect and 1 bad affect)
- give at least 3 examples to describe what an individual can do to contribute to a healthy lifestyle
- list 3 activities which will make an improvement to the individual's lifestyle.

You may choose to set your poster out under the following headings.

Life style choices	How lifestyle affects health
1.	1 good affect
2.	1 bad affect

What can I do to contribute to a healthy lifestyle?	What will make improvements to my lifestyle?
1.	1.
2.	2.
3.	3.

CFC 12: Peer mentoring

Your learning

You will learn about the role of a peer mentor in your own educational setting. You will explore the qualities that a mentor needs in order to befriend or mentor their peers. You will be able to help plan and then contribute to a peer mentoring session.

Following that session you must think about it and be able to state what you think went well during the session and what the session achieved.

Following completion of this unit you might wish to find out more about mentoring and possibly becoming a mentor yourself. Your tutor may be able to assist you with this.

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

CFC 12: Peer mentoring

Unit reference	K/601/3452	Level	Entry Level 2
Credit value	1	GL	10
Unit aim	This unit is an introduction to the role and skills required by a peer mentor. It provides a stepping stone for those who wish to find out more about mentoring or befriending.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Be able to contribute to a peer mentoring session.	1.1. Help to plan a peer mentoring session.		
	1.2. List the expected outcomes of the prepared peer mentoring plan.		
	1.3. Contribute to the mentoring session following the prepared mentoring plan.		
	1.4. Review the outcome of the peer mentoring session by stating what was achieved and what went well.		

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 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:

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

Assessment task – CFC 12 Peer mentoring

This assessment has been designed to meet all assessment criteria for learning outcome 1.

Introduction

It is important to learn how to work together and share ways that you can support the people that you are with in your education setting. Task will give you the opportunity to be part of the planning and allow you to contribute to a peer mentoring session.

Task links to assessment criteria 1.1, 1.2, 1.3 and 1.4.

With your tutor and your peer, prepare a mentoring plan. Carefully agree together the expected outcomes of the plan.

In the chart below add the following details:

- write down briefly how you contributed to the plan
- write a list of the expected outcomes of the plan for your peer
- follow the prepared mentoring plan and write down how you contributed
- review with your tutor and peer and record what was achieved
- review with your tutor and peer and record what went well.

Mentoring Plan				
Mentors contribution to the plan	List the expected outcomes of the plan	How the plan was followed and the mentors contribution	Review with your tutor and peer and record what was achieved	Review with your tutor and peer and record what went well

Section 4: Assessment and quality assurance information

Assessment guidance

A recommended range of assessment methods has been identified for the units in this qualification. 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 Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

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

Assessment strategies and principles relevant to these qualifications

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

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

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

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

Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

Assessors and Internal Quality Assurance

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

Section 5: Documents and resources

Useful documents

This section refers to useful documents that can be found on the secure website 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 the 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

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.

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Version 11.2 June 2022

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Qualification reference numbers:

NCFE CACHE Entry Level Award in Caring for a Child/Children (Entry 3)	500/9354/X
NCFE CACHE Entry Level Certificate in Caring for a Child/Children (Entry 3)	500/9353/8

Publication date

Version 2.0	July 2010
Version 3.0	October 2010
Version 4.0	June 2011
Version 5.0	October 2011
Version 6.0	May 2013
Version 7.0	May 2014
Version 8.0	February 2016
Version 9.0	November 2017
Version 10.0	September 2018
Version 10.1	April 2019
Version 11.0	August 2019
Version 11.1	November 2019
Version 11.2	June 2022

Publisher

Registered Office: NCFE, Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT
Registered Company No: 02896700 (England and Wales)
Registered Charity No: 1034808