

CACHE Qualification Specification

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

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Qualification reference numbers:

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

Published in Great Britain by CACHE

First edition – August 2010	Book code 500/9353/8/V1/Q1
First edition (Re-print) – October 2010	Book code 500/9353/8/Q1
Second edition – May 2011	Book code 500/9353/8/C2
Second edition (Re-print) – October 2011	Book code 500/9353/8/C2
Second edition (Re-print) – May 2012	Book code 500/9353/8/C2

Publication date

Version 2.0	July 2010	Version 5.0	October 2011
Version 3.0	October 2010	Version 5.0 (Re-print)	May 2012
Version 4.0	June 2011		

Publisher

Council for Awards in Care, Health and Education
Apex House
81 Camp Road
St Albans
Hertfordshire
AL1 5GB
Telephone: 0845 347 2123

Registered Company No: 2887166
Registered Charity No: 1036232

Printed in England by

Océ (UK) Limited
Océ House
Chatham Way
Brentwood
Essex
CM14 4DZ

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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 the qualification. It also contains extra information for your tutor or assessor.

In addition to this Specification there is a separate 'Resource Centre' which contains general information to help support these qualifications. This pack has been designed for tutors or assessors and can be found on our secure website 'cachezone'.

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.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

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:

- 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).

Making use of the CACHE websites

The CACHE 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 on-going 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.

The Public Website

Our public website address is: www.cache.org.uk and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

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

- **Complaints Procedure**
- **Appeals Process**
- **Equality and Diversity Statement** – our approach to non-discrimination
- **CACHE Statement of Values** – our values when working with children or young people

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

The Centre Secure Website

More specific information to support Centre delivery (including the Resource Centre) can be found on our secure website 'cachezone'. **This site is for Centres only.**

Login is via the 'cachezone page' on our public website using the details provided by the Centre administrator.

Section 2: About these qualifications

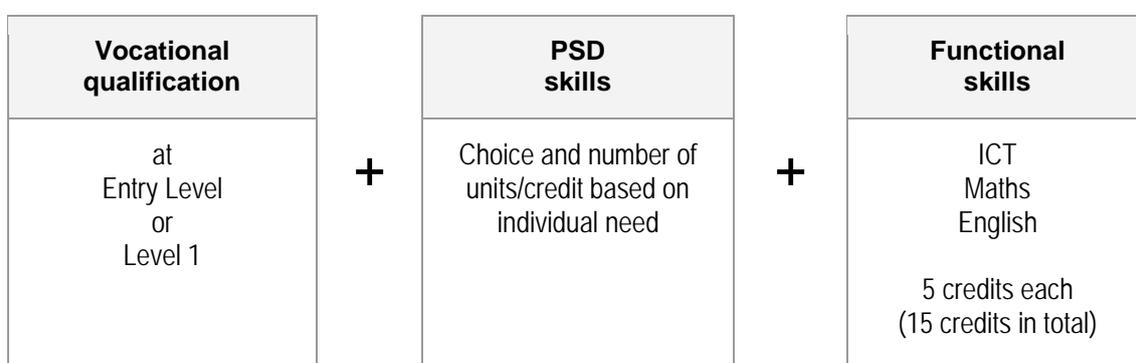
Introduction to Foundation Learning

Foundation Learning is the term used to describe the range of provision and learning at Entry Level and Level 1 within the Qualifications and Credit Framework (QCF).

The aim of Foundation Learning is to offer clear progression routes from Entry Level and Level 1 to Level 2, GCSEs, apprenticeships and supported employment.

The Foundation Learning framework consists of a progression pathway made up of 3 distinct components:

- a vocational qualification
- Personal and Social Development (PSD) skills units
- Functional skills (via units in ICT, Maths and English).



Training providers will identify the learner's aims, prior achievement, starting point and learning capacity before working with the learner to design a personalised learning programme made up of the three main components listed above.

Further information on Foundation Learning can be found on the CACHE website and cachezone.

Qualification summary

Title	CACHE Entry Level Award in Caring for a Child/Children (Entry 3) (QCF)			
Type	QCF			
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.</p>			
Purpose Ofqual code and description (where applicable)	<p>A. Recognise personal growth and engagement in learning A1. Recognise development of skills for life</p> <p>Other (CACHE description): Does not confer competence or licence to practice</p>			
Guided learning hours	Min	85	Max	90
Credit value	9	Minimum credits at / above Level		5
Minimum age of learner	14			
Age ranges covered by the qualification	<p>Birth to 16 years.</p> <p>(Individual units may have specific guidance, e.g.: 'Young Child' is defined as Birth to 5 years 11 months.)</p>			
Real work environment (RWE) requirement / recommendation	Learners do not need to be working or undertaking practical placements to take this qualification.			
Progression	<p>Learners are able to progress onto the CACHE Entry Level Certificate in Caring for a Child/Children (Entry 3) qualification or progress to the CACHE 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"> • GCSE's • supported employment • independent living. 			

Equivalencies / Performance Points	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.
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: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.
Additional assessment requirements	N/A
Grading system	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.
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. CACHE does not set any other entry requirements but Centres may have their own guidelines.

Qualification summary

Title	CACHE Entry Level Certificate in Caring for a Child/Children (Entry 3) (QCF)			
Type	QCF			
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.</p>			
Purpose Ofqual code and description (where applicable)	<p>A. Recognise personal growth and engagement in learning A1. Recognise development of skills for life Other (CACHE description): Does not confer competence or licence to practice</p>			
Guided learning hours	Min	175	Max	180
Credit value	18	Minimum credits at / above Level		10
Minimum age of learner	14			
Age ranges covered by the qualification	<p>Birth to 16 years. (Individual units may have specific guidance, e.g.: 'Young Child' is defined as Birth to 5 years 11 months.)</p>			
Real work environment (RWE) requirement / recommendation	Learners do not need to be working or undertaking practical placements to take this qualification.			
Progression	<p>This qualification provides a straight forward progression to the CACHE 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"> • GCSE's • Supported employment • Independent living 			

Equivalencies / Performance Points	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.
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: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.
Additional assessment requirements	N/A
Grading system	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.
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. CACHE does not set any other entry requirements but Centres may have their own guidelines

Introduction to these qualifications

These qualifications:

- are suitable for 14-19 year olds as well as adults and those who have English as an Additional Language (EAL) learners
- 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 NOS and will reflect the themes of Every Child Matters and Early Years Foundation where applicable.

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 either Group A 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 either Group A or Group B.

Rules of progression

Progression from Entry Level 3 Award to Certificate

Credits achieved in the Entry Level Award in Caring for a Child / Children (Entry 3) can be counted towards the Entry Level Certificate in Caring for a Child / Children (Entry 3).

For example:

If a learner has achieved 5 credits from group A for the Entry Level Award in Caring for a Child / Children (Entry 3), 5 credits will need to be achieved from Group A and a further 8 credits from either Group A or Group B for the Entry Level Certificate in Caring for a Child / Children (Entry 3).

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 CACHE 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 CACHE 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

CACHE 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	Level	Unit title	Credit value	Page	Mark chosen units here	Date achieved	Notes (for your own use)
Group A								
CFC 1	T/601/3406	EL3	Confidence building for the young child through play	3	20			
CFC 2	F/601/0119	EL3	Listening to and talking with a young child	3	27			
CFC 3	J/601/0123	EL3	Providing a safe and hygienic environment for a young child	3	31			
CFC 4	Y/601/0126	EL3	Routines for a young child	4	37			
CFC 5	K/601/0129	EL3	Play and learning in the home	3	41			
CFC 6	F/601/3456	EL3	Responsibilities of new parent(s)	3	49			

Section 2: About these qualifications

Unit number	Unit reference	Level	Unit title	Credit value	Page	Mark chosen units here	Date achieved	Notes (for your own use)
CFC 7	T/601/0120	EL3	Eating healthily	3	53			
CFC 8	R/601/3459	EL3	Contraception information	1	57			
IRRE 3	A/502/0458	EL3	Individual rights and responsibilities	1	61			
CFC 9	M/601/0116	1	Respecting and valuing children	2	65			
CFC 10	T/601/0117	1	Children's play and leisure activities in the community	3	69			
Group B								
CFC 11	A/601/3455	EL2	Healthy lifestyle	2	75			
CFC 12	K/601/3452	EL2	Peer mentoring	1	79			

Section 3: Units

This section includes CACHE 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. Edexcel, CACHE etc.).
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 QCF 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 (set by CACHE)*	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.

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 GLH 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:	CACHE Centre no:
CACHE 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. State 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 under 5 years 11 months old.

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. _____

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

1. _____

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 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. 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 GLH 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:	CACHE Centre no:
CACHE 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 under 5 years 11 months old.
CACHE guidance	Part of this unit is exploring the activities that could be used with babies and with older children up to the age of five. The activities chosen for the assessment for learning outcome 2 must be suitable for a two year old child.

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 GLH 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:	CACHE Centre no:
CACHE 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.

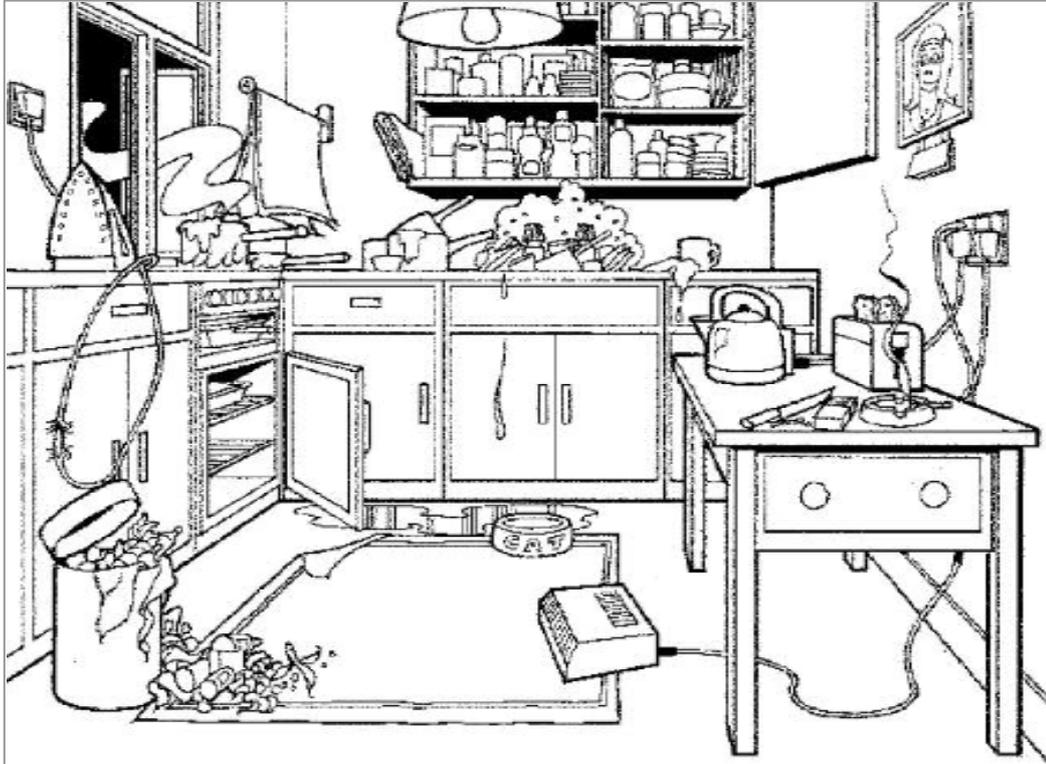
1. _____
2. _____
3. _____

- 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 GLH 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:	CACHE Centre no:
CACHE 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 GLH 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:	CACHE Centre no:
CACHE 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 GLH 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:	CACHE Centre no:
CACHE 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 GLH 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:	CACHE Centre no:
CACHE 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. State 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
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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 GLH 10

Unit aim The aim of this unit is to look at the different methods of contraception and their strengths and weaknesses and possible risks. It will also provide information on where to go for contraception advice and support.

Learner name:	CACHE Centre no:
CACHE 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. State 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
- state 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 the human rights that governments legislate for 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.

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

It has been recognised by governments that children have rights since the 1989 UN Convention on the Rights of the Child and legislated for in the Children Act 1989.

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 demonstrate to children that they value and respect them.

In this unit you will learn 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 GLH 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:	CACHE Centre no:
CACHE 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

The government is concerned that children are not encouraged to play/take part in leisure activities for long enough each day. In 2004 the Chief Medical Officer in England recommended that: 'Children and young people should achieve a total of at least 60 minutes of at least moderate intensity physical activity each day. At least twice a week this should include activities to improve bone health, muscle strength, and flexibility.'

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 GLH 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:	CACHE Centre no:
CACHE 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 today 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.

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 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 should 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 GLH 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:	CACHE Centre no:
CACHE 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 for tutors and assessors

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.

Recommended range of assessment methods for this qualification

One of the following assessment methods can be chosen to produce evidence.

For Knowledge only learning outcomes:

- Written and pictorial information
- Scenario or case study
- Task set by CACHE
- Oral questions and answers
- Assessment method devised by Centre and approved by CACHE

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

A key to the recommended assessment methods is included in *“How to ... A Guide to Assessing CACHE QCF Qualifications”* which forms part of the Resource Centre on cachezone.

Assessment strategies and principles relevant to this qualification

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 *“How to ... A Guide to Understanding the Requirements of Assessors and Internal Quality Assurers for CACHE QCF Qualifications”*.

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.

CACHE 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

Section 5: Feedback

Tell us what you think!

Your feedback is really important to us.

Please take a few moments to tell us how well this document supports you when teaching or studying this qualification.

The form is also available as a separate document on cachezone.

QCF Support Materials Feedback Form

Qualification: CACHE Entry Level Award and Certificate in Caring for a Child/Children (Entry 3) (QCF)

Name: _____ **Are you:** a Tutor / a Learner

Centre name: _____ **Centre no.:** _____

Contact details: * **Tel.:** _____

Email: _____

Please rate the following statements on a scale of 1-3:

1 Disagree 2 Tend to agree 3 Agree

1. This document is presented in a clear and accessible way and I can easily find the information I need.

1	2	3
<input type="text"/>	<input type="text"/>	<input type="text"/>

2. This document contains all the information I need to teach or study this qualification.

<input type="text"/>	<input type="text"/>	<input type="text"/>
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3. The language used throughout this document is clear, unambiguous and appropriate for both tutors and learners.

<input type="text"/>	<input type="text"/>	<input type="text"/>
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4. **Tutors only.** This document has had a positive effect on the way I deliver this qualification.

<input type="text"/>	<input type="text"/>	<input type="text"/>
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Please use the space below to provide more detailed comments or additional feedback

*** Please indicate if you would like us to contact you about your feedback**

Yes / No

Please email your completed feedback form to: gcfsupportmaterials@cache.org.uk

Alternatively, you may post or fax your form to:
CACHE QCF Support Materials,
CACHE, Apex House,
81 Camp Road, St. Albans, Herts. AL1 5GB
 Fax: 01727 818613



Section 6: Publication history

This section identifies important changes made to this document since its first publication in July 2010.

All page numbers refer to this version of the document.

- **Various pages, General:** Qualification titles renamed throughout to reflect Ofqual guidance on the naming of qualifications.
- **p.11, Qualification Summary:** Ofqual codes added
- **p.13, Qualification Summary:** Ofqual codes added

A comprehensive **CACHE QCF Support Materials Publication History**, including details of changes made to all CACHE QCF support materials, is available on [cachezone](#).