

# CACHE Qualification Specification

CACHE Level 1 Award and Certificate in  
Personal and Social Development (QCF)

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### **Qualification reference numbers:**

CACHE Level 1 Award in Personal and Social Development (QCF)	500/9571/7
CACHE Level 1 Certificate in Personal and Social Development (QCF)	500/9570/5

### **Published in Great Britain by CACHE**

First edition – August 2010	Book code 500/9570/5/V1/Q1
First edition (Re-print) – October 2010	Book code 500/9570/5/V1/Q1
Second edition – May 2011	Book code 500/9570/5/C2
Second edition (Re-print) – October 2011	Book code 500/9570/5/C2
Second edition (Re-print) – May 2012	Book code 500/9570/5/C2

### **Publication date**

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

### **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 the qualification. 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.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand 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](http://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**

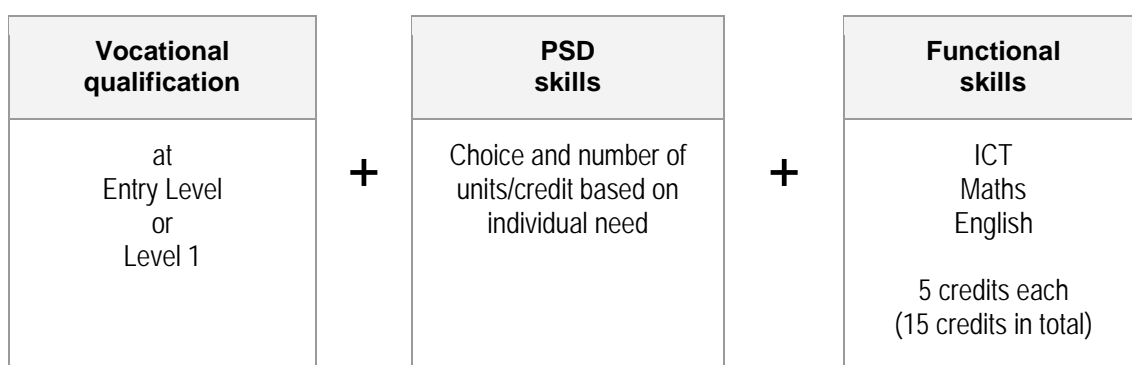
## Introduction to Foundation Learning

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 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

<b>Title</b>	CACHE Level 1 Award in Personal and Social Development (QCF)			
<b>Type</b>	QCF			
<b>Qualification number</b>	500/9571/7			
<b>Aim</b>	<p>This qualification will support learners to develop personal skills and knowledge which will help them in their day to day life. This qualification has been designed to be used alongside other qualifications in the Foundation Learning progression pathways such as vocational qualifications and Functional Skills.</p> <p>The qualification is suitable for a variety of learners including: young people in schools and colleges needing to develop life skills and mature learners with special educational needs or where English is an additional language.</p>			
<b>Purpose</b> 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  Other (CACHE description): Does not confer competence or licence to practice</p>			
<b>Guided learning hours</b>	Min	42	Max	60
<b>Credit value</b>	6	<b>Minimum credits at / above Level</b>		4
<b>Minimum age of learner</b>	14			
<b>Age ranges covered by the qualification</b>	N/A			
<b>Real work environment (RWE) requirement / recommendation</b>	Learners do not need to be working or undertaking practical placements to take this qualification.			

<p><b>Progression</b></p>	<p>This provides straight forward progression to the Level 1 Certificate in Personal and Social Development.</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"> <li>• Level 1 Award, Certificate and Diploma in Caring for Children</li> <li>• GCSE's</li> <li>• Other higher level PSD units</li> <li>• Supported employment</li> <li>• Independent living</li> </ul>
<p><b>Equivalencies / Performance Points</b></p>	<p>Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.</p>
<p><b>Recommended assessment methods</b></p>	<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: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.</p>
<p><b>Additional assessment requirements</b></p>	<p>N/A</p>
<p><b>Grading system</b></p>	<p>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.</p>
<p><b>How long will it take to complete?</b></p>	<p>The Award and Certificate can usually be completed in one year when taken as part of Foundation Learning or in less than a year if taken as standalone qualifications.</p>
<p><b>Entry requirements / recommendations</b></p>	<p>Learners should be at least 14 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.</p>

## Qualification summary

<b>Title</b>	CACHE Level 1 Certificate in Personal and Social Development (QCF)			
<b>Type</b>	QCF			
<b>Qualification number</b>	500/9570/5			
<b>Aim</b>	<p>This qualification will support learners to develop personal skills and knowledge which will help them in their day to day life. It builds on the Level 1 Award in Personal and Social Development. This qualification has been designed to be used alongside other qualifications in the Foundation Learning progression pathways such as vocational qualifications and Functional Skills.</p> <p>The qualification is suitable for a variety of learners including: young people in schools and colleges needing to develop life skills and mature learners with special educational needs or where English is an additional language.</p>			
<b>Purpose</b> 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  Other (CACHE description): Does not confer competence or licence to practice</p>			
<b>Guided learning hours</b>	Min	129	Max	143
<b>Credit value</b>	15	<b>Minimum credits at / above Level</b>	8	
<b>Minimum age of learner</b>	14			
<b>Age ranges covered by the qualification</b>	N/A			
<b>Real work environment (RWE) requirement / recommendation</b>	Learners do not need to be working or undertaking practical placements to take this qualification.			

<p><b>Progression</b></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"> <li>• Level 1 Award, Certificate and Diploma in Caring for Children</li> <li>• GCSE's</li> <li>• other higher level PSD units</li> <li>• supported employment</li> <li>• independent living.</li> </ul>
<p><b>Equivalencies / Performance Points</b></p>	<p>Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.</p>
<p><b>Recommended assessment methods</b></p>	<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><small>* NB: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.</small></p>
<p><b>Additional assessment requirements</b></p>	<p>N/A</p>
<p><b>Grading system</b></p>	<p>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.</p>
<p><b>How long will it take to complete?</b></p>	<p>The Award and Certificate can usually be completed in one year when taken as part of Foundation Learning or in less than a year if taken as standalone qualifications.</p>
<p><b>Entry requirements / recommendations</b></p>	<p>Learners should be at least 14 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.</p>

## Introduction to the qualifications

These qualifications:

- are suitable for a variety of learners including: young people in schools and colleges needing to develop life skills, and mature learners with special educational needs or where English is an additional language (EAL)
- are part of Foundation Learning (FL) and are eligible for Foundation Learning funding
- provide a flexible framework for developing and recognising personal and social skills
- can be taken as standalone qualifications or as units used alongside other qualifications in the Foundation Learning progression pathways such as vocational qualifications and functional skills
- have a range of units that allow the learner to achieve above and below the level of the qualification allowing clear routes for progression
- provide clear routes for further learning and work due to their focus on personal and social skills.

## 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

To complete the Award:

- learners must achieve a minimum of 6 credits
- 4 of these credits must be achieved at Level 1 or above
- a minimum of 2 credits must be achieved from Group A
- the remaining 4 credits can be achieved from either Group A or Group B.

### Rules of combination for the Certificate

To complete the Certificate:

- learners must achieve a minimum of 15 credits
- 8 of these credits must be achieved at Level 1 or above
- a minimum of 11 credits must be achieved from Group A
- the remaining 4 credits can be achieved from either Group A or Group B.

### Credit transfer from Level 1 Caring for Children

- CACHE has designed the PSD qualifications to link to its Level 1 Award, Certificate and Diploma in Caring for Children. The Level 1 Caring for Children qualifications also include PSD-type learning.
- Learners will be able to credit transfer 4 credits of PSD achieved whilst studying CACHE Level 1 Caring for Children qualifications to count towards their PSD Award and Certificate.
- The majority of units available to make up the PSD qualifications will not be available for studying in the Level 1 Caring for Children qualifications i.e. are not included in the Rules of Combination (RoC) for the Level 1 Caring for Children qualifications
- The PSD qualifications have been designed largely as additional content to sit alongside the L1 Caring for Children qualifications.



## Rules of progression

### Progression from Award to Certificate

Credits achieved in the Level 1 Award in Personal and Social Development can be counted towards the Level 1 Certificate in Personal and Social Development.

For example:

If a learner has achieved 6 credits for the Level 1 Award in Personal and Social Development a further 9 credits will need to be achieved from the Level 1 Certificate in Personal and Social Development to complete this qualification.

## Unit Achievement Log

### CACHE Level 1 Award and Certificate in Personal and Social Development

This table shows all the units that can be taken in 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 no.	Unit ref.	Unit title	Level	Credit value	Page	Mark chosen units here	Date achieved	Notes (for your own use)
<b>Group A</b>								
Unit 7	L/501/5913	Interview skills	2	1	23			
516	M/600/7796	Dealing with challenges	2	2	29			
DS1	K/502/0469	Developing self	1	2	35			
Unit 31	F/501/5942	Planning an enterprise activity	1	1	41			
Unit 32	F/501/5939	Running an enterprise activity	1	1	47			
MOM 1	R/502/0479	Managing own money	1	2	51			
CNSUK	K/600/3164	The changing nature of society in the UK	1	1	57			
PSR 1	L/600/3139	Personal and social relationships	1	1	61			

Unit no.	Unit ref.	Unit title	Level	Credit value	Page	Mark chosen units here	Date achieved	Notes (for your own use)
407	H/501/6887	Supporting others	1	3	67			
UPI 1	M/600/3134	Understanding personal identity	1	1	73			
411	A/501/6894	Contributing to a team	1	3	79			
<b>Group B</b>								
CFC 18	T/600/3250	Investigating a vocational area	2	2	85			
HL1	F/502/0476	Healthy living	1	2	89			
CFC 16	L/601/0110	Preparing for your next steps	1	4	93			
CFC 20	R/601/0108	Healthy eating for families	1	4	99			
CFC 17	J/601/3409	Supporting babies to play	1	3	105			
CFC 8	R/601/3459	Contraception information	EL3	1	111			
IRRE 3	A/502/0458	Individual rights and responsibilities	EL3	1	115			



## **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.

## Unit 7: Interview skills

### Your learning

Whatever you decide to do next – be it a course or a job – it is likely that attending an interview will be part of the recruitment process. Excellence in both preparation and performance will be the key to your success.

Preparing for an interview (including giving a good first impression and positive body language) will contribute to doing well.

You will have the opportunity to explore activities that will give you the confidence to perform to your best ability and carry out some of these activities as part of your assignment.

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

## Unit 7: Interview skills

Unit reference L/501/5913

Level 2

Credit value 1

GLH 10

**Unit aim** This unit will help learners develop the skills to undertake an interview. Learners will be also equipped with skills to evaluate their performance after an interview.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Be able to present themselves appropriately at an interview.	1.1. Arrive in good time for the interview and have prepared information about the name or job role or title of the interviewer.		
	1.2. Introduce themselves at the interview location.		
	1.3. Use appropriate means of non-verbal communication such as body language, facial expressions and tone of voice to show interest in the job or course.		
2. Be able to answer the interviewer's questions appropriately.	2.1. Explain the importance of clarifying an interviewer's questions if they are unclear.		
	2.2. Give full responses which provide answers to the questions asked by the interviewer.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Reflect on their performance in an interview.	3.1. Analyse what went well and what did not.		
	3.2. Suggest ways of improving their performance in a future interview.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 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 – Unit 7 Interview skills

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

### Introduction

This unit helps you to develop the skills you need to undertake an interview, and provides you with the opportunity to carry out a mock interview.

### Task 1

With your tutor or Assessor set up and carry out a mock interview. Use the checklist 1 below to identify the preparation you need to do before the interview takes place.

What I need to do to prepare for my interview:	

**Task 2** is your mock interview. It links to learning outcomes 1 and 2, assessment criteria 1.1, 1.2, 1.3 and 2.1, 2.2.

Your tutor will use this to record your performance at the interview.

Assessors mock interview checklist	
The Learner	Assessor comment
1. Arrived in good time for the interview	
2. Introduced themselves at the interview location	
3. Had information prepared relating to the <ul style="list-style-type: none"><li>• job role</li><li>• title of the interviewer</li></ul>	

Assessors mock interview checklist	
The Learner	Assessor comment
4. Used appropriate means of non-verbal communication: <ul style="list-style-type: none"> <li>• positive body language</li> <li>• facial expressions</li> <li>• tone of voice which showed interest in the job or course</li> </ul>	
5. Gave full responses to questions asked by the interviewer	
6. Asked the interviewer to clarify any questions that were not fully understood	

**Task 3** links to learning outcome 3, assessment criteria 3.1 and 3.2.

Use the information from your tutor's completed checklist and write a review of your interview. Include the following information:

- a description of what went well in your preparation for interview
- a description of ways that you could improve your preparation in the future
- a description of how the mock interview helped to improve your interview skills
- an explanation of why it is important to ask the interviewer to clarify any questions that you do not fully understand
- ideas for two more activities that could help to improve your preparation and performance in a future interview.



## 516: Dealing with challenges

### Your learning

From the moment we are born we are faced with challenges and this continues throughout life. As individuals we have to learn to deal with challenge in order to develop and achieve our personal goals and happiness.

This unit helps you to identify and understand different types of challenge and how a challenging situation can provide opportunities for you to learn more about yourself and those around you.

The world we live in today demands that we cope with challenge. However, it is important to be aware that there may be times when we do not cope as well with the demands made on us.

This unit explores the importance of being able to recognise the signs of stress and how to deal with this.

You will be given the opportunity to challenge yourself and examine your responses.

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

## 516: Dealing with challenges

Unit reference M/600/7796 Level 2

Credit value 2 GLH 17

**Unit aim** The aim of this unit is to help the learner to recognise that challenge can be positive as well as negative and to recognise how he/she reacts to challenges.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand different types of challenge.	1.1. List different types of challenge.		
	1.2. Describe potential opportunities of challenging situations.		
	1.3. Describe potential threats of challenging situations.		
	1.4. Describe attitudes to challenge.		
2. Understand how to cope with challenges.	2.1. Describe personal strengths (qualities, skills, attitudes and behaviours) needed to cope with challenges.		
	2.2. Identify his/her own abilities to cope.		
	2.3. Explain the possible effects of emotions on his/her ability to cope.		
	2.4. Recognise signs of stress.		
	2.5. Describe ways of dealing with stress.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Be able to respond positively to challenges.	3.1. Describe a challenge.		
	3.2. Demonstrate a positive response.		
	3.3. Analyse his/her approach and actions.		
	3.4. Review the effectiveness of his/her actions.		
	3.5. State what he/she has learnt from this experience.		

**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: 516**

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 – 516 Dealing with challenges

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

### Introduction

This unit helps you to recognise the different types of challenge that you may meet in life and explores the positive and negative ways that you may respond. Understanding how to cope with challenges and being able to respond in a positive way will help you to achieve your personal goals and ambitions.

Produce a self-help guide titled “Dealing with challenges”.

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

It is important to identify the types of challenges that you are likely to meet, so that you are able to plan how you would deal with these challenges. This section of your self-help guide should include the following:

- a list of the different types of challenges that you may face
- using examples from your list describe how you can use challenging situations as an opportunity to further your personal development **and** describe possible threats of challenging situations
- a description of attitudes to challenge.

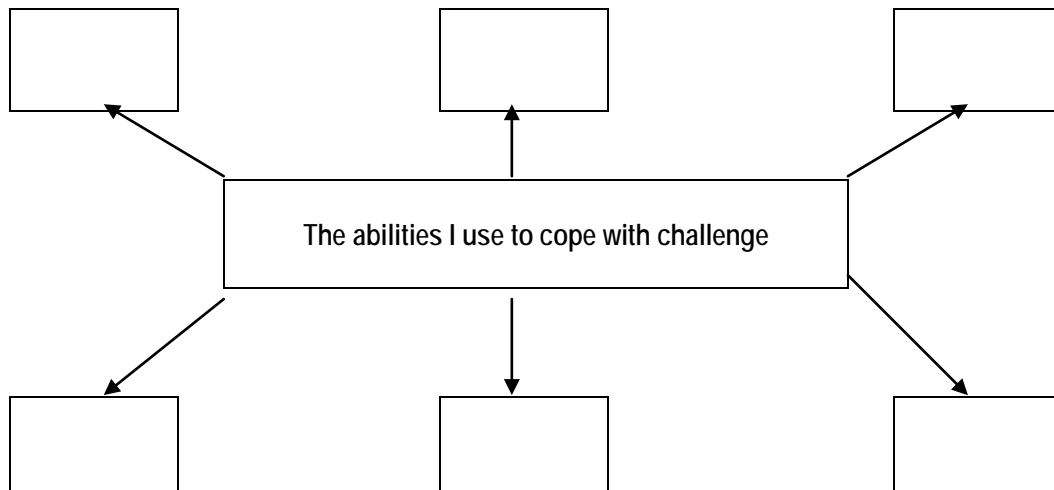
**Task 2** links to learning outcome 2, assessment criteria 2.1 and 2.2.

This section of your self-help guide will demonstrate your understanding of how to cope with challenges. Include the following:

- a description of how personal strengths (qualities, skills, attitudes and behaviours) are needed, so that challenges can be managed
- look at the description you have written about personal strengths and identify the abilities **you** have, that help **you** to cope with challenges.

Produce a diagram like the one below, as a visual reminder of the abilities you use in order to cope.





**Task 3** links to learning outcome 2, assessment criteria 2.3, 2.4 and 2.5.

This section of your self-help guide will include information about the powerful emotions you may experience when faced with a challenge. This can affect your ability to cope. When facing a challenge it is useful to identify and name the feelings you are experiencing. These may be positive and negative feelings. Include the following:

- an explanation of how some of the feelings you have identified can impact on your ability to cope
- an outline of the human body, labelled to show that you can recognise how stress affects different parts of the body (e.g. a label pointing to the heart stating increased heart rate.) Include both physical and emotional signs of stress
- a description of how to manage stress.

**Task 4** links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5.

This section of your self-help guide provides you with an opportunity to put what you have learnt into action. Select a personal challenge. Provide the following information to show that you are able to respond to challenge in a positive way and that you can demonstrate how the challenge has been of help to you.

- **Describe a challenge that you have met:**
- **I responded positively to the challenge by:**
- **Review the effectiveness of your actions:**
  - Describe what went well as you met this challenge.
  - Describe what you may change if you did this again.
- **Analyse your approach and actions:**
  - Look in detail and describe how you approached the challenge.
  - Look in detail and describe the actions you took.
- **Personal Learning** - State what you have learnt from this experience..



## DS 1: Developing self

### Your learning

This unit will provide you with the opportunity to reflect on your current achievements and strengths so that you can identify an area or areas you wish to develop further. You will be expected to prepare a plan for your identified area of self development and list all the activities, targets and timelines.

You will need to plan how to review your progress towards achieving your targets before working through your agreed plan. Following completion of your action plan you will be required to review and suggest improvements and amendments to the plan. Finally you will be expected to explain how you will continue your self development in the future.

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

## DS 1: Developing self

Unit reference K/502/0469 Level 1

Credit value 2 GLH 20

**Unit aim** To introduce the learner to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Take an active role in their self development.	1.1. Describe personal strengths or abilities.		
	1.2. Select an area for self development.		
	1.3. Explain why this area is important for their self development.		
2. Be able to plan for their self development.	2.1. Prepare a plan for their identified area of self development.		
	2.2. List activities, targets and timelines for their self development.		
	2.3. Plan how to review progress towards achieving their targets.		
	2.4. Work through the agreed plan.		
3. Review their self development and plan for the future.	3.1. Review their self development plan.		
	3.2. Suggest improvements and amendments to the plan.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Explain how they will continue with their self development in the future.		

**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: DS 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.

## Assessment task – DS 1 Developing self

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

### Introduction

This unit is about your own personal development. Producing information about your own strengths and abilities and planning for further improvements will help you to prepare for your future.

Prepare a folder which contains the following information:

### Task 1

You may choose from the list of recommended assessment methods to produce information about your self development. Include the following:

- a description of your own strengths or abilities
- an area which you have selected for self development
- reasons why you have selected that particular area for your self development.

### Task 2

Produce a chart like the one below to use as your plan for self development. The activities planned must help to develop your skills, knowledge or behaviours. You must include:

- activities to help with your self development
- your targets for self development
- the timescale for each target
- how you will review each of the planned activities and targets
- your progress in working towards each of the activities and targets.

Activities for self development	My personal target	When I hope to achieve my target	Ways I will review my progress toward my target	How far I have progressed towards my target

*Draw your chart on an A4 sheet which is landscape so that you can fit in each piece of information.*

### Task 3

You may choose from the list of assessment methods to review your self development plan which you completed in Task 2. You must include:

- a review of your plan. Include a review of the activities, targets, timescales and your ability to work through the plan
- give suggestions for any improvements and amendments you could make to the plan
- explain how you intend to continue to with your self development in the future.





## Unit 31: Planning an enterprise activity

### Your learning

Planning an enterprise activity allows you to explore ideas and try out new skills.

This unit will help you to find out how to select an enterprise activity and know the roles and skills that are needed to make the activity a success. Understanding the cost behind your idea is an important part of your planning.

Knowledge of how to promote your enterprise activity will be key to the success of your product or service.

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

## Unit 31: Planning an enterprise activity

Unit reference F/501/5942 Level 1

Credit value 1 GLH 10

**Unit aim** The aim of this unit is for learners to develop an understanding of how to set up an enterprise activity to sell a product or service, including calculating the costs and responsibilities involved.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know how to select a suitable enterprise activity.	1.1. Describe the strengths and weaknesses of generated ideas for an enterprise activity.		
2. Know appropriate roles and skills required for the enterprise activity.	2.1. List roles and the practical and personal skills required for the enterprise activity.		
3. Understand the costs involved in producing and selling a product or service.	3.1. Use basic calculations to show the cost of items and processes related to producing and selling the product or service.		
	3.2. Use basic calculations to show the final pricing of the product or service.		
4. Know appropriate promotional techniques.	4.1. Provide appropriate promotional materials and methods for promoting the product or service.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 31**

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 – Unit 31 Planning an enterprise activity

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

### Introduction

This unit gives you the opportunity to develop an understanding of how to set up an enterprise activity, in order to sell a product or service. This will include exploring the strengths and weaknesses of your own ideas, the personal and practical skills you will need and how to calculate the cost of your enterprise activity.

Produce a portfolio of evidence to show how you are going to plan your enterprise activity. This information will help you if you carry out your enterprise activity in a future unit.

**Task 1** links to learning outcome 1, assessment criteria 1.1.

It is important to choose an enterprise activity that will be as successful as possible. Be creative in your thinking. Describe the strengths and weaknesses of each of your ideas. Produce and complete a chart like the one below. This will help you select a suitable enterprise activity.

### Selecting a suitable enterprise activity

Idea	Strengths	Weaknesses

**Task 2** links to learning outcome 2, assessment criteria 2.1.

In this section of your plan you need to think about the different roles and skills that will be needed for the enterprise activity to be a success.

Produce and complete a chart like the below. Think about your enterprise activity and make a list under each of the headings, an example has been provided.

Name of enterprise activity:

Job role	Practical skills needed	Personal skills needed
<b>Example</b> <i>Someone to be in charge of the budget</i>	<i>Enjoys mathematics</i>	<i>Gives attention to detail</i>

**Task 3** links to learning outcome 3, assessment criteria 3.1 and 3.2.

In this section you need to think about how much your enterprise activity will cost.

Produce a written plan that shows the cost involved in producing and selling your product or service. The plan must include:

- basic calculations to show the cost of the items and processes used to produce and sell the product or service
- basic calculations to show the final cost of the product or service.

**Task 4** links to learning outcome 4, assessment criteria 4.1.

For your enterprise activity to be a success you will need to know how to promote it.

Produce a presentation that includes the following:

- examples of what materials you would use to promote your enterprise activity
- examples of what methods you would use to promote the product or service.



## Unit 32: Running an enterprise activity

### Your learning

The aim of this unit is to provide you with the opportunity to carry out an enterprise activity. This unit will help you to understand the importance of ensuring that the enterprise product or service will meet the needs of your target audience.

The unit will also give you the opportunity to develop the personal and practical skills you will need to complete an enterprise activity and how to produce records that will help you to review the strengths and the weaknesses of the enterprise activity.

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

## Unit 32: Running an enterprise activity

Unit reference F/501/5939 Level 1

Credit value 1 GLH 10

**Unit aim** The aim of this unit is to provide learners with the opportunity to carry out an enterprise activity. Learners will also develop an understanding of how to increase the chances of success in an enterprise activity and how to evaluate its performance.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know how to increase the likelihood of success in an enterprise activity.	1.1. Describe features which would lead to the effective delivery of a chosen enterprise activity.		
2. Be able to complete an enterprise activity.	2.1. Demonstrate selling a product or service, taking into account the practical and personal skills needed.		
3. Be able to review the success of the enterprise activity.	3.1. Produce records to show the successes and failures of the enterprise activity.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Unit 32**

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 – Unit 32 Running an enterprise activity

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

### Introduction

This unit gives you the opportunity to carry out and review the enterprise activity that you planned in PSD unit 'Planning an enterprise activity'. You will explore how to increase the likelihood of success in your enterprise activity and develop the practical and personal skills needed to demonstrate your product or service in order to make it attractive for customers to buy.

**Task 1** links to learning outcome 1, assessment criteria 1.1.

Write a description about your product or service, which shows why you think it will be successful. You may like to consider the following questions. What makes it unique? Why are customers going to be interested in it? What steps have you taken to make sure it will be a success?

**Task 2** links to learning outcome 2, assessment criteria 2.1.

This section of your assessment is about bringing your idea to life. Ask your tutor and a small group of your peers to be your audience.

To prepare for your demonstration make a list of the practical and personal skills you need in order to sell your product or service to your audience.

You can produce a checklist like the one below.

Preparing for my demonstration	
Practical skills I need	Personal skills I need
<b>Example</b> <i>I must be organised</i>	<b>Example</b> <i>Make eye contact with the audience</i>

**Task 3** links to learning outcome 3, assessment criteria 3.1.

It is important to ask others for their opinion, so that you can learn from your experiences and think about any changes you would make if you were to carry out the activity again.

- Produce a chart that the audience can complete at the end of your demonstration that will show what went well and what could have been better.

## MOM 1: Managing own money

### Your learning

The aim of this unit is to introduce you to the basic aspects of managing your personal finances. Managing money is a big responsibility. With the correct information and guidance you will begin to develop confidence in your ability to manage your own money.

This unit provides the opportunity for you to plan a personal budget and explore the financial organisations that are available. This will help you to plan for your future spending and saving.

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

## MOM 1: Managing own money

Unit reference R/502/0479

Level 1

Credit value 2

GLH 20

**Unit aim** To introduce learners to the basic elements of managing their personal finances, encouraging them to prepare a personal budget and to carry out transactions capably.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how to plan a personal budget.	1.1. Prepare a personal budget plan which includes key information on income and expenditure.		
	1.2. Use appropriate calculations when preparing the budget plan.		
2. Understand how to manage their personal finances.	2.1. Identify relevant financial organisations which can provide information on current accounts, savings and loans.		
	2.2. Identify an account to suit their purpose and say why it is appropriate.		
3. Know how to carry out transactions.	3.1. Identify a range of ways in which purchases can be paid for.		
	3.2. Carry out two different types of transaction.		
	3.3. Use appropriate calculations and checking procedures during transactions.		

**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: MOM 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.

## Assessment task – MOM 1 Managing own money

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

### Introduction

This unit helps you to explore the ways you can manage your personal finances. This includes preparing a personal budget and being able to carry out financial transactions with confidence.

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2.

Budgeting involves understanding how much money you earn and spend over a period of time. When you create a budget, you are creating a plan for spending and saving money.

- Prepare a personal budget plan. Include the following:
  - information on what income you receive
  - information on what you spend
  - use appropriate calculations to show the balance between income and expenditure.
- Produce a budget plan. You may choose to use the following format:

### My Budget Plan:

Category	Budget Amount	Actual Amount	Difference
Income			
Income subtotal			
Expenditure			
Expenditure subtotal			
Net income (Income minus Expenditure)			

**Task 2** links to learning outcome 2, assessment criteria 2.1 and 2.2.

Produce an information sheet to show which financial organisations can give you information about the following:

- current accounts
- savings accounts
- loans.

Choose the type of account that is right for you and write about your reasons for having chosen it.

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

Understanding how to carry out financial transactions is a key element of managing your own money.

In chart format produce the following information. Please provide two more examples:

Ways in which purchases can be paid for (list as many as you can)	I carried out these types of transactions (choose two from your list)	Description of the calculations and checking procedures you used during the transaction
<p><b>Example</b> <i>Cheque book</i></p>	<p><i>I bought some groceries from my local supermarket and paid by cheque</i></p>	<p><i>My current account had £25.00 before going shopping. I spent £12.00. I had £13.00 left in my account. I checked that I had written the correct amount on the cheque. I signed and dated the cheque. My bankcard was available for the shop assistant to authorise my purchase.</i></p>





## CNSUK: The changing nature of society in the UK

### Your learning

This unit will provide you with the opportunity to investigate why people migrate to, from and within the UK. You will need to explore the impact of migration on communities and identify the benefits that relate to this.

You will also be expected to identify changes in UK society drawing on the advantages of cultural diversity.

Finally you will need to explain how community can be encouraged in a multicultural society through shared values.

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

## CNSUK: The changing nature of society in the UK

Unit reference K/600/3164 Level 1

Credit value 1 GLH 10

**Unit aim** In the first part of the unit learners investigate why people migrate to, from and within the UK. The impact of migration on communities and benefits of cultural diversity are examined.

The second part looks at the changing nature of UK society, drawing on examples of diversity in factors such as culture, traditions and values. The benefits of multiculturalism are considered.

In the third part of the unit, learners are required to consider how community cohesion in a multicultural society can be encouraged through shared values.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know about identity.	1.1. List factors which contribute to cultural identity.		
	1.2. Outline why identity is important.		
2. Know about the changing nature of UK society.	2.1. Outline reasons people migrate.		
	2.2. Identify changes in UK society.		
	2.3. Describe benefits of cultural diversity.		
3. Understand how community cohesion in a multicultural society can be encouraged.	3.1. Explain how to encourage community cohesion in a multicultural society.		

**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: CNSUK**

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 – CNSUK The changing nature of society in the UK

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

### Introduction

This unit helps you to recognise that society in the UK is made up of many cultures. Understanding the importance of respecting differences and similarities between individuals and groups is every citizen's responsibility. You will consider the importance of cultural identity and the benefits of being part of a multi-cultural society.

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2.

It is important to be able to identify the diversity of cultures in our society today and consider why this is important.

Produce an information card. Include the following:

- a list of factors which contribute to cultural identity
- an outline of why identity is important.

**Task 2** links to learning outcome 2 and 3, assessment criteria 2.1, 2.2 and 3.1.

Many people choose to come to live in the United Kingdom from all parts of the world, changing the nature of this society. To gain understandings of this produce the following:

- an outline of the reasons why people migrate (leave the country they were born in and choose to live in another)
- an identification of the changes that have occurred in UK society
- a description of the benefits of cultural diversity
- an explanation of how to encourage positive community relationships in a multicultural society.

## PSR 1: Personal and social relationships

### Your learning

This unit will provide you with an opportunity to look at relationships you have with different people, to think about the importance of these relationships and how they develop.

You will look at different behaviours and consider the different skills used in forming relationships. The activities in the unit will help you to gain the skills you need to build positive relationships and maintain them.

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

## PSR 1: Personal and social relationships

Unit reference L/600/3139 Level 1

Credit value 1 GLH 10

**Unit aim** The unit requires learners to identify the relationships they currently have, and to consider the importance of relationships to society, create and develop relationships and how these can be learnt and practised.

The final part of the unit expects learners to demonstrate the social skills they have identified in a positive way.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know why relationships are important.	1.1. Describe relationships with different people.		
	1.2. Outline the importance of relationships.		
2. Understand how relationships can be developed.	2.1. Explain skills used to develop relationships.		
	2.2. Discuss different behaviours in relationships.		
	2.3. Describe positive relationship skills and behaviours.		
3. Be able to use social skills in relationships.	3.1. Use social skills to build and maintain positive relationships.		
	3.2. Show how negotiation can be used in relationships.		

**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: PSR 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.

## Assessment task – PSR1 Personal and social relationships

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

### Introduction

This unit will help you to understand how social skills are used in ways that develop and maintain relationships.

**Task 1** links to learning outcome 1 assessment criteria 1.1 and 1.2.

Each day we can come into contact with a variety of people. Think about the relationships that you have with different people and why these relationships are important.

- Produce and complete a chart like the one below.

People who I have relationships with	Type of relationship. E.g. long, medium, short term	Description of the relationship
<b>Example</b> <i>College tutor</i>	<i>Short term</i>	<i>Mutual respect. My college tutor supports my learning and provides advice and guidance when I need it.</i>

- Write a brief outline of the importance of relationships.

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

Relationships depend on several factors. Produce an information leaflet which includes the following:

- an explanation of the skills used to develop relationships
- a discussion about different behaviours in relationships
- a description of positive relationship skills and behaviours.



**Task 3** links to learning outcome 3, assessment criteria 3.1 and 3.2.

- Imagine you have been asked by your tutor to support a new learner who has just moved into the area. It is their first day at your school/college. Show how social skills would help you make this learner feel welcome in the group.

Social skills used to build positive relationships	Social skills needed to maintain positive relationships

- Write a brief explanation which shows how negotiation can be used in relationships.



## 407: Supporting others

### Your learning

In this unit you will be learning about how you can support and provide for others in your community. You will think about what support you personally could offer and consider reasons why or why not this would be possible.

An important part when helping others is to make sure that you consider health and safety issues.

There will then be an opportunity to assess the effectiveness of the support that you have given and identify what went well and what did not. You will look at ways that you can make changes or improvements if the individual needed support again.

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

## 407: Supporting others

Unit reference H/501/6887 Level 1

Credit value 3 GLH 22

**Unit aim** The aim of the unit is to help the learner to be able to provide support to others, including knowing what he/she can and cannot do to support others and why, being aware of health and safety issues and reviewing the effectiveness of the support provided.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Identify others who need support.	1.1. List the person(s) who need support in different ways.		
	1.2. Describe the support needs of the person(s) he/she has decided to support.		
2. Know what he/she can do to support others.	2.1. State two ways he/she could support the person(s).		
	2.2. Agree how to support the person(s).		
3. Understand what he/she cannot do to support others and why.	3.1. Explain what he/she cannot do to help or support.		
	3.2. Explain why he/she cannot help or support in this way.		
4. Be aware of relevant health and safety issues.	4.1. List relevant health and safety issues.		
	4.2. Work safely.		
5. Be able to support others.	5.1. Support the person or persons.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
6. Review the effectiveness of the support given.	6.1. Identify what went well and what did not go well.		
	6.2. Identify the changes he/she would make if he/she provides the support again.		

**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: 407**

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 – 407 Supporting others

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

### Introduction

This unit allows you to explore the following points when supporting others:

- the needs of the individual
- your role within that support
- an understanding of what support you are unable to give
- health and safety in relation to the support offered
- review of how effective your support has been.

**Task 1** links to learning outcome 1, assessment criteria 1.1.

Identify those who need support in your community.

In chart form list the following information:

People who need support in different ways	Type of support needed

**Task 2** links to learning outcome 1, 2, 3 and 4, assessment criteria 1.2, 2.1, 2.2, 3.1, 3.2, 4.1 and 4.2.

For task 2 you may choose one of the people from the chart above.

Produce a booklet titled: 'Supporting others'. Include the following information:

- a description of the support needs of the person
- state **two** things that you could do to support the person
- agree with the person how you will support them
- an explanation of what you cannot do to help or support this person and the reasons why
- make a list of the health and safety considerations you would need to be aware of when you support this person.

**Task 3** links to learning outcomes 5 and 6, assessment criteria 5.1, 6.1 and 6.2.

Produce and complete a chart like the one below to show how you supported the person identifying what went well and what could be improved on:

List the support you have given	Identify what went well	Identify what did not go well	Identify changes you would make if you provide this support again.





## UPI 1: Understanding personal identity

### Your learning

Your self esteem is a central part of beginning to understand your identity. This unit will give you the opportunity to consider what influences personal identity. You will look at what contributes to a positive sense of personal identity.

It will help you to understand how self esteem can change with personal circumstances and how it can affect the way you feel about yourself and how this links to self confidence. You will have the opportunity to demonstrate how to create a positive self image.

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

## UPI 1: Understanding personal identity

Unit reference M/600/3134 Level 1

Credit value 1 GLH 10

Unit aim Understanding the factors that contribute to a positive sense of personal identity.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the main factors that influence personal identity.	1.1. Describe personal identity.		
	1.2. Outline the factors that affect personal identity.		
2. Understand that self-esteem can change with personal circumstances.	2.1. Discuss self-esteem.		
	2.2. Explain personal circumstances that can influence self-esteem.		
3. Be able to recognise and respond to influences on own self-esteem.	3.1. Present influences on own self-esteem.		
	3.2. Give examples of links between own self-esteem and own confidence.		
	3.3. Demonstrate how to create a positive sense of self.		

**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: UPI 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.

## Assessment task – UPI 1 Understanding personal identity

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

### Introduction

The aim of this unit is to help you understand the factors that contribute to a positive sense of personal identity. Throughout life we meet situations and circumstances that can influence how we feel about ourselves. This unit helps you explore some of the issues involved.

**Task 1** links to learning outcome 1, and assessment criteria 1.1 and 1.2.

Produce a self-help guide titled 'Understanding personal identity'. Include the following:

- an opening paragraph to describe what personal identity is
- an outline of the factors that affect personal identity.

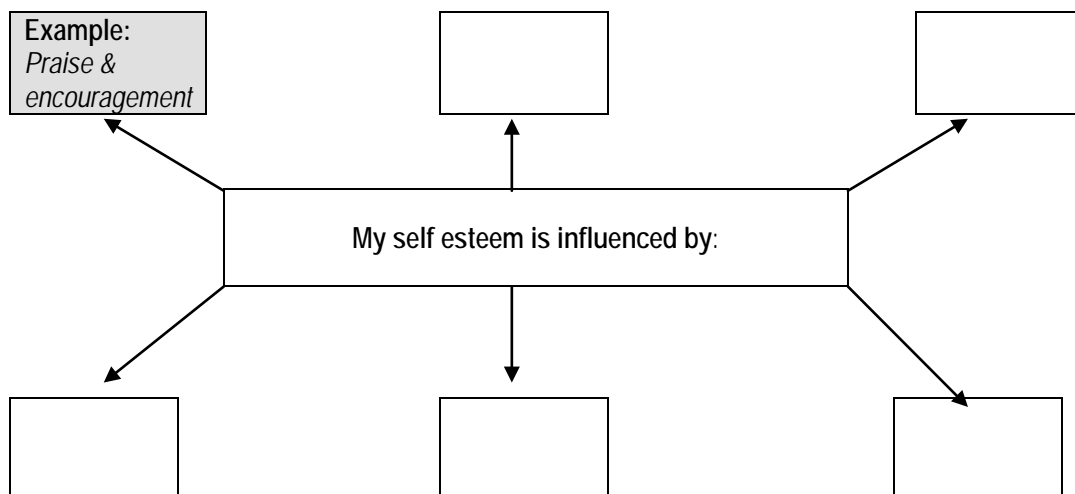
**Task 2** links to learning outcome 2, and assessment criteria 2.1 and 2.2.

Add another section to your guide titled self esteem. Include the following:

- a brief discussion about the positive and negative aspects of self esteem
- an explanation that shows how personal circumstances can influence self esteem.

**Task 3** links to learning outcome 3, and assessment criteria 3.1, 3.2 and 3.3.

Present influences on your own self esteem by completing the boxes in the diagram below.

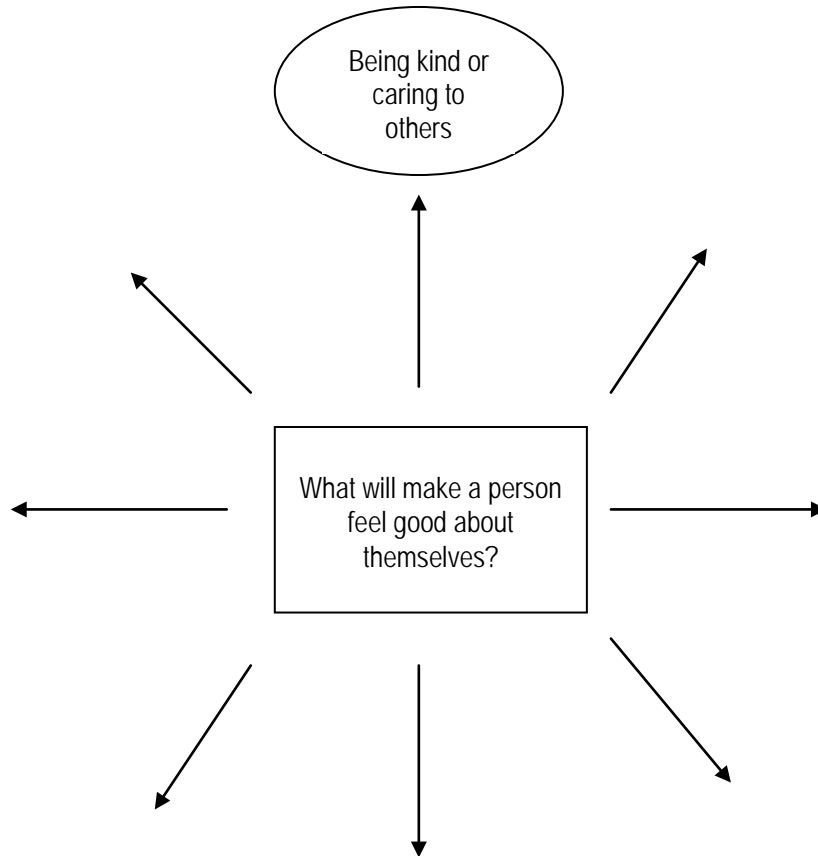


- Give a minimum of two examples of how your self esteem and confidence are linked.

- Be able to demonstrate how to create a positive self-image. Complete the diagram below:

Creating a positive sense of self

Example:





## 411: Contributing to a team

### Your learning

This unit will help you to understand the importance of team working. You will:

- explore the benefits of effective teamwork
- identify different roles in a teamwork situation
- and look at the impact of these roles on the team.

It will help you to learn how to work with others towards achieving shared objectives and goals.

You will review your input when working with others, identify what went well and what went less well and suggest ways that you can improve your own working with others in the future.

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

## 411: Contributing to a team

Unit reference A/501/6894

Level 1

Credit value 3

GLH 20

**Unit aim**

The aim of the unit is to help the learner develop team working skills, by understanding the values, roles and procedures of teams and being able to work with others towards achieving shared objectives.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Be able to give reasons why effective teamwork is important.	1.1. List some benefits of effective teamwork.		
2. Understand how team values and procedures can vary.	2.1. List different types of teams.		
	2.2. Describe ways in which team members can make sure they work together effectively.		
	2.3. Outline different ways of making decisions.		
3. Understand the roles people may take in a teamwork situation.	3.1. Give examples of formally allocated roles.		
	3.2. Give examples of less formal roles.		
	3.3. Identify the impact these roles could have on the way a team works and on members of the team.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
4. Understand what needs to be done to achieve a team goal.	4.1. Explain the overall goal of the team.		
	4.2. Describe his/her own role as part of the team in a well-defined situation.		
5. Be able to work with others towards achieving shared objectives in a well-defined situation.	5.1. Agree an action plan of individual and group activities needed to achieve the objectives.		
	5.2. Clarify action plan if necessary.		
	5.3. Identify who to ask for help if he/she needs it.		
	5.4. Work co-operatively.		
	5.5. Receive and act on constructive criticism.		
	5.6. Carry out well-defined individual and group activities as identified.		
	5.7. Work safely.		
6. Be aware of own contribution to team progress.	6.1. Share own views on progress with other members of the team.		
	6.2. Identify how effective his/her contribution was to the team's progress.		
	6.3. Identify what went well and what went less well in working with others.		
	6.4. Suggest ways of improving own working with others in the future.		

**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: 411**

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 – 411 Contributing to a team

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

### Introduction

The aim of this unit is to help you develop team-working skills. You will explore the benefits and importance of effective teamwork and you will have the opportunity to practice your team working skills and review your progress.

**Task 1** links to learning outcome 1 and 2, assessment criteria 1.1, 2.1, 2.2 and 2.3.

In preparation for team working produce the following information:

- a list of some of the benefits of effective team working
- a list of the different types of teams
- a description of the ways in which team members can make sure that they work together effectively
- an outline to show the different ways decisions can be made.

**Task 2** links to learning outcome 3, and assessment criteria 3.1, 3.2, and 3.3.

In your group plan an activity which will allow you to work as a team.

Effective teamwork depends on team members accepting different roles. Produce and complete a chart like the one below to show your understanding of these roles.

Roles within the team

Formal Roles			Less Formal Roles		
Examples of formal roles	Impact of this role on how the team works	Impact of this role on the individual team members	Examples of less formal roles	Impact of this role on how the team works	Impact of this role on the individual team members

**Task 3** links to learning outcome 4, and assessment criteria 4.1 and 4.2.

- Briefly explain the overall goal of the team in your planned activity.
- Describe your own role as part of this team activity.

**Task 4** links to learning outcome 5, and assessment criteria 5.1 to 5.7.

You may choose to present your information in a chart form like the one below.

A plan of action for your group activity	
What you need to do	What you have done
Agree an action plan of <b>individual</b> activities needed to achieve the objectives	
Agree an action plan of <b>group</b> activities needed to achieve the objectives	
Clarify action plan if necessary	
Identify who to ask for help if necessary	
Work co-operatively	
Receive and act on constructive criticism	
Carry out well defined individual activities	
Carry out well defined group activities	
Work safely	

**Task 5** links to learning outcome 6, and assessment criteria 6.1 to 6.4.

It is important to review the progress of the group activity. Provide the following information:

- review and share own view on the progress of your individual and group activities with other members of the team
- identify how effective your own contribution was to the team's progress
- identify what went well when working with others
- identify what went less well when working with others
- suggest ways of improving own working with others in the future.

## CFC 18: Investigating a vocational area

### Your learning

This unit is designed to enable you to research different jobs that you might choose to do within your chosen vocational area, for example childcare, social care, health (or other). You will be able to discover the skills and knowledge that you would need to have in order to apply for those jobs.

For the assessment you will need to complete a skills and knowledge audit to enable you to write an action plan for developing the skills and knowledge for your chosen job role.

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

## CFC 18: Investigating a vocational area

Unit reference T/600/3250 Level 2

Credit value 2 GLH 16

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

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

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

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

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

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

Assessor name:

Signature:

Date:

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

## Assessment task – CFC 18 Investigating a vocational area

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

### Introduction

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

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

**Task 1** links to learning outcome 1, assessment criteria 1.1.

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

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

**Task 2** links to learning outcome 1, assessment criteria 1.2 1.3, 1.4, and 1.5.

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

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

**Task 3** links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

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

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



## HL 1: Healthy living

### Your learning

Being healthy is much more than not being ill. You will learn about the benefits of living a healthy lifestyle. A healthy lifestyle includes your diet, your exercise routine, the way you use your leisure time, even how much sleep you get. In short it is the way in which you choose to live your life.

You will be given the opportunity to explore a range of activities that will contribute to living a healthy lifestyle and will carry out some of these as part of your assessment.

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

## HL 1: Healthy living

Unit reference F/502/0476 Level 1

Credit value 2 GLH 20

**Unit aim** To introduce learners to ways in which they can contribute to a healthy lifestyle and to encourage them to demonstrate activities which will improve their own lifestyle.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of leading a healthy lifestyle.	1.1. Describe the key elements of a healthy lifestyle.		
	1.2. Explain why a healthy lifestyle is important.		
2. Demonstrate how they contribute to own healthy lifestyle.	2.1. Select and carry out activities which contribute to a healthy lifestyle.		
3. Review the activities undertaken to maintain a healthy lifestyle.	3.1. Carry out a review of their activities.		
	3.2. Describe what went well and areas for improvement.		
	3.3. Describe how the activities have improved their lifestyle.		
	3.4. Suggest further activities which could contribute to a healthy 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: HL 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.

## Assessment task – HL 1 Healthy living

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

### Introduction

This unit helps you to explore ways that you can improve your own health.

Produce a personal log which includes information on healthy lifestyle and ways that you can contribute to improving your own healthy lifestyle.

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2.

Section 1 of your personal log will introduce the importance of a healthy lifestyle. Include the following:

- a description of the key elements of a healthy lifestyle
- reasons why a healthy lifestyle is so important.

**Task 2** links to learning outcome 2, assessment criteria 2.1.

Section 2 of your personal log will identify activities to improve your own healthy lifestyle. Include the following:

- at least **three** activities you can carry out which will contribute to your own healthy lifestyle
- a witness testimony to show that you have carried out each of the activities.

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Section 3 of your personal log will contain a review of your activities. Include the following information:

- a review of **each** of the activities
- a description of what went well in **each** of the activities
- a description of ways that **each** of the activities could be improved
- a description of how **each** of the activities have helped to improve your own lifestyle
- ideas for **two** more activities which could help to improve your lifestyle further.

## CFC 16: Preparing for your next steps

### Your learning

This unit provides you with the opportunity of researching and planning for the next phase of your life. This might be accessing further training, moving on in education or into employment. You will be able to learn about different options suitable for your own unique talents and skills. Preparing for your next steps will enable you to gain experience and knowledge that you will be able to use when you plan for your future career.

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

## CFC 16: Preparing for your next steps

Unit reference L/601/0110 Level 1

Credit value 4 GLH 36

**Unit aim** The aim of this unit is to help learners to focus on personal career plans, recognising their skills and abilities. It will support learners to prepare and take the next steps into training or work.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know about personal career goals.	1.1. Investigate potential career goals.		
	1.2. Describe next steps to achieve personal goals.		
	1.3. Identify barriers to achieving personal goals.		
2. Understand opportunities for training and work.	2.1. Identify sources of information for training or employment.		
	2.2. List training opportunities.		
	2.3. Outline employment options.		
3. Know how to prepare for work or training.	3.1. Outline personal skills.		
	3.2. Identify personal information for application forms or CV.		
	3.3. Describe skills and knowledge required for identified career path.		
4. Know about the recruitment process.	4.1. Identify the steps to recruitment.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2. Describe the importance of personal preparation for interview.		

**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 16**

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 16 Preparing for your next steps

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

### Introduction

You are preparing for your own career goals. To do this you will explore your next steps towards training or employment.

Prepare a folder which contains the following information.

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Find out about different careers which interest you. Produce a chart like the one below on A4 paper. Write down the information that you have found out about each career. You must include:

- information about possible different career goals
- a description of next steps you could take to achieve your personal career goals
- the barriers which could prevent you from achieving your personal career goals.

My career goals	Steps to take toward my career goals	Barriers which may prevent me from reaching my career goals

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

Find out about the opportunities for training and for work for your own personal career goals. Produce a document which includes:

- where you can find out about information about training or employment relating to your personal career goals
- opportunities for training which will help you towards your career goals
- a brief description of work opportunities relating to your own career goals.



**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

Produce a booklet which contains information about yourself. Include in the booklet:

- a brief description of your own skills
- personal information which you will need to include on a CV or an application form
- a description of the skills and knowledge which you will need for your identified career path.

**Task 4** links to learning outcome 4, assessment criteria 4.1 and 4.2.

Extend your booklet from Task 3 to include useful information about the recruitment process. Your information must include:

- the steps you must take in the recruitment process
- a description of why it is important for you to be well prepared for an interview.



## CFC 20: Healthy eating for families

### Your learning

You will learn that all food is placed into groups which enable us to plan meals that, over a day, provide the correct amount of nutrients to meet our daily needs. This will provide us with a balanced diet. You will learn why it is so important to have a balanced diet and how eating healthily can help to prevent ill health.

Not all people are able to eat the same foods; some are restricted by their faith, belief or customs and others by food allergies or disability. It is important to be aware of these restrictions so that you will know how to plan a balanced diet for most people whatever their dietary restrictions are.

Good hygiene is very important, when working with, preparing, serving or eating food. You will learn about the various hazards relating to working with food and how to safeguard against them.

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

## CFC 20: Healthy eating for families

Unit reference R/601/0108 Level 1

Credit value 4 GLH 36

**Unit aim** The aim of this unit is to introduce learners to the principles of a healthy diet for families and children, including groups who may have particular food restrictions.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the importance of a balanced diet.	1.1. List the main food groups.		
	1.2. State what is meant by a balanced diet.		
	1.3. State the effects of a balanced diet on health.		
2. Know about good eating habits for families.	2.1. Outline the importance of family mealtimes.		
	2.2. Describe ways to encourage children to eat healthily.		
	2.3. Identify a healthy meal for children.		
3. Know special food requirements for groups and individuals.	3.1. Identify food restrictions for religious groups.		
	3.2. Outline special dietary requirements.		
	3.3. Identify food allergies.		
4. Know how to handle and store food safely.	4.1. Give reasons for hand washing before food preparation.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	4.2. State hazards of poor food storage and preparation.		
	4.3. Identify ways to prevent cross contamination of food.		

**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 20**

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

Assessor name:

Signature:

Date:

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

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

Guidance for developing unit assessment arrangements – provided with the QCF unit

- 1.1. Include the 5 main food groups.
- 3.1. Include 4 religions.
- 3.3. Minimum of 3 food allergies.
- 4.2. Minimum of 2 hazards.
- 4.3. Minimum of 3 ways to prevent cross contamination of food.

## Assessment task – CFC 20 Healthy eating for families

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

### Introduction

A food magazine has asked learners, who are studying healthy eating, to contribute to the next publication. Produce information for the article which gives advice to families on all aspect of food. The advice should include information on nutrition and the safe preparation and storage of foods. The article will be read by families from different cultures and with children who require special diets.

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Produce writing and drawings to show your understanding of a healthy, balanced diet. You must include:

- a list of the **five** main food groups
- the meaning of the term 'balanced diet'
- ways that a healthy balanced diet can affect a person's health.

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

Produce written work which will help families to understand the importance of good eating habits. Include the following:

- a brief description of why it is important for families to eat together
- advice to parent on ways that they can encourage children to choose healthy foods
- an example of a healthy meal for children.

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

Produce an A4 poster which gives information on food restrictions for religious groups and special dietary requirements. Your poster must include:

- the food restrictions for people from **four** religious groups
- brief description of special dietary requirements for individuals
- **three** common foods which can cause allergic reactions for individuals.

You may use pictures or drawings to illustrate your work.

**Task 4** links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

Use writing and drawings to show your knowledge about ways to handle and store foods safely.

Include the following:

- reasons why you must always wash hands before preparing food
- **one** hazard relating to food storage
- **one** hazard relating to food preparation
- **three** ways to prevent the cross contamination of food.





## CFC 17: Supporting babies to play

### Your learning

You will study the importance of play and the adult's role in that play for babies between the ages of birth to 15 months. You will learn how play can support all areas of a baby's development. Babies have individual needs and their play should be tailored to their needs, you will learn how the individual needs of babies can be supported through play.

You will have the opportunity to research different play activities and the various resources needed to support play for the babies from birth to 15 months. It is important to choose suitable activities for the baby's age and stage of development.

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

## CFC 17: Supporting babies to play

Unit reference J/601/3409

Level 1

Credit value 3

GLH 27

**Unit aim** The aim of this unit is to help learners gain understanding of development areas and learn about the adult's role in supporting babies to play.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know how babies' development is supported by play.	1.1. State ways that babies' development is supported by play in the following areas: <ul style="list-style-type: none"> <li>• physical</li> <li>• social and emotional</li> <li>• intellectual and language.</li> </ul>		
	1.2. Give examples of how the individual needs of babies can be supported through play.		
2. Know about play activities for babies.	2.1. Identify different play activities and the resources to support play for the following ages: <ul style="list-style-type: none"> <li>• babies from birth to 3 months</li> <li>• babies from 4 months to 7 months</li> <li>• babies from 8 months to 11 months</li> <li>• babies from 12 months to 15 months.</li> </ul>		
	2.2. State what the benefits are to babies of each play activity identified.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Know the role of the adult in providing play for babies.	3.1. Identify the adult's role in ensuring that babies can play safely.		
	3.2. Give examples of how adults encourage babies to play.		

**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 17**

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 17 Supporting babies to play

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

### Introduction

A parent and baby group has been set up in your local community. You have been asked to contribute to information for parents about the ways a baby's development is supported by play and the role of the adult in babies' play.

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2.

You may use drawings and writing to provide the following information.

- ways that babies' development is supported in the following areas:
  - physical
  - social and emotional
  - intellectual and language
- examples of how babies' individual needs can be supported through play.

**Task 2** links to learning outcome 2, assessment criteria 2.1 and 2.2.

Produce a chart like the one below on an A4 sheet of paper. On your chart write information about play activities for babies. Include information on the following:

- activities suitable for babies in each of the age groups listed
- suitable resources to support **each** of the play activities that you have identified
- the benefits for babies of **each** of the play activities you have identified.

Age group of baby	Activities for babies	Resources	Benefit for babies
Birth to 3 months			
4 months to 7 months			
8 months to 11 months			
12 months to 15 months			

**Task 3** links to learning outcome 3, assessment criteria 3.1 and 3.2.

Produce information for parents on the adult's role to provide play activities for their babies. You must include:

- the adult's role to ensure that babies can play safely
- give examples of ways that adults can encourage their baby to play.



## 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.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know about 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 weaknesses of various methods of contraception and where you may be able to obtain professional advice about this important topic.

**Task** 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
•		
•		
•		
<p>Young people can get advice about contraception from the following</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>etc.</p>		
<p>Examples of professionals who will be able to talk to young people about contraception</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>etc.</p>		

## 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.**

## IRRE 3: Individual rights and responsibilities

Unit reference    A/502/0458

Level            Entry Level 3

Credit value    1

GLH            10

Unit aim            To raise the learner's awareness of their rights and responsibilities as an individual.

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand that they have individual rights and responsibilities.	1.1. Describe an individual right which is relevant to them.		
	1.2. Identify sources of support or information about rights and responsibilities.		
	1.3. Describe a responsibility that they have for themselves.		
	1.4. Describe a responsibility that they have to others.		

<b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.	
Learner signature:	Date:

<b>Assessor sign off of completed unit: IRRE 3</b> 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 rights 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 1** 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.



## **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 Level 1 Award and Certificate in Personal and Social Development (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

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

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3. The language used throughout this document is clear, unambiguous and appropriate for both tutors and learners.

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4. **Tutors only.** This document has had a positive effect on the way I deliver this qualification.

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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](mailto: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 August 2010.

All page numbers refer to this version of the document.

- **p.101, Unit CFC 20:** Assessment guidance for assessment criterion 3.1 changed from 'two' to 'four' religions
- **p.101, Unit CFC 20:** Assessment guidance for assessment criterion 4.3 changed from 'two' ways to prevent cross infection of food to 'three'

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