

CACHE Qualification Specification

CACHE Level 2 Certificate Introducing Caring for Children
and Young People (QCF)

CACHE Level 2 Award in Babysitting (QCF)

CACHE Level 2 Award in Preparation for the
Responsibilities of Parenting (QCF)

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CACHE Level 2 Certificate Introducing Caring for Children and Young People (QCF)	600/0336/4
CACHE Level 2 Award in Babysitting (QCF)	600/0420/4
CACHE Level 2 Award in Preparation for the Responsibilities of Parenting (QCF)	600/0421/6

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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.

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

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

Understanding learning outcomes

There are two main types of learning outcome:

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

Sometimes they can cover a combination of the two.

Competence / Skills based learning outcomes:

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

Knowledge based learning outcomes:

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

Making use of the CACHE websites

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

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

The Public Website

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

- Key Facts
- Qualification Specifications

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

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

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

The Centre Secure Website

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

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

Section 2: About these qualifications

Qualification Summary

Title	CACHE Level 2 Certificate Introducing Caring for Children and Young People (QCF)			
Type	QCF			
Qualification number	600/0336/4			
Aim	<p>This qualification will give learners a basic understanding of childcare and education, parenting and babysitting. It will also help them to make an informed choice about working with children and young people.</p> <p>All the units are optional giving greater flexibility to learners and tutors when deciding on a programme of study - maximising learner achievement.</p>			
Purpose Ofqual code and description (where applicable)	<p>B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area</p> <p>B1. Prepare for further learning or training</p> <p>Other (CACHE description): Does not confer competence or licence to practice</p>			
Guided learning hours	Min	117	Max	134
Credit value	16	Minimum credits at / above Level		9
Minimum age of learner	14			
Age ranges covered by the qualification	Please refer to individual units for specific guidance, e.g.: 'A young child is 5 years and under for this unit.'			
Real work environment (RWE) requirement / recommendation	Learners do not need to be working or undertaking practical placements to complete this qualification as it is knowledge only.			
Progression	<p>On completion of the Certificate learners can progress to the CACHE Level 2 Certificate for the Children and Young People's Workforce qualification.</p> <p>The Certificate also gives learners the opportunity to achieve two award-sized qualifications (CACHE Level 2 Award in Babysitting (QCF) and CACHE Level 2 Award in Preparation for the Responsibilities of Parenting (QCF)) on the way to completing the Certificate. This offers the opportunity to be certificated for three qualifications in total.</p>			

Equivalencies / Performance Points	Please see cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.
Recommended assessment methods	All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board. * NB: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.
Additional assessment requirements	N/A
Grading system	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.
How long will it take to complete?	The qualification can usually be completed in one year or less.
Entry requirements / recommendations	Learners should be at least 14 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.

Qualification Summary

Title	CACHE Level 2 Award in Babysitting (QCF)			
Type	QCF			
Qualification number	600/0420/4			
Aim	This qualification provides learners with an understanding of the skills needed when babysitting. It includes their responsibilities to children they care for, their responsibilities to the parent(s), and accident prevention and fire safety.			
Purpose Ofqual code and description (where applicable)	<p>B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area</p> <p>B1. Prepare for further learning or training</p> <p>Other (CACHE description): Does not confer competence or licence to practice</p>			
Guided learning hours	Min	43	Max	46
Credit value	6	Minimum credits at / above Level		4
Minimum age of learner	14			
Age ranges covered by the qualification	<p>Birth to 5 years 11 months.</p> <p>(Individual units may have specific guidance, e.g.: 'A young child is 5 years and under for this unit.')</p>			
Real work environment (RWE) requirement / recommendation	Learners do not need to be working or undertaking practical placements to complete this qualification as it is knowledge only.			
Progression	Credits achieved in the Level 2 Award in Babysitting can be counted towards the CACHE Level 2 Award in Preparation for the Responsibilities of Parenting and the CACHE Level 2 Certificate Introducing Caring for Children and Young People qualifications.			
Equivalencies / Performance Points	Please see cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.			
Recommended assessment methods	<p>All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board.</p> <p>* NB: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.</p>			
Additional assessment requirements	N/A			

Grading system	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.
How long will it take to complete?	The qualification can usually be completed in less than 6 months.
Entry requirements / recommendations	Learners should be at least 14 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.

Qualification Summary

Title	CACHE Level 2 Award in Preparation for the Responsibilities of Parenting (QCF)			
Type	QCF			
Qualification number	600/0421/6			
Aim	This qualification introduces learners to the responsibilities of being a parent. It covers the welfare and care of babies and young children and the importance of a healthy lifestyle.			
Purpose Ofqual code and description (where applicable)	<p>B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area</p> <p>B1. Prepare for further learning or training</p> <p>Other (CACHE description): Does not confer competence or licence to practice</p>			
Guided learning hours	Min	50	Max	51
Credit value	6	Minimum credits at / above Level		4
Minimum age of learner	14			
Age ranges covered by the qualification	Please refer to individual units for specific guidance, e.g.: 'A young child is 5 years and under for this unit.'			
Real work environment (RWE) requirement / recommendation	Learners do not need to be working or undertaking practical placements to complete this qualification as it is knowledge only.			
Progression	Credits achieved in the Level 2 Award in Preparation for the Responsibilities of Parenting can be counted towards the CACHE Level 2 Award in Babysitting and the CACHE Level 2 Certificate Introducing Caring for Children and Young People qualifications.			
Equivalencies / Performance Points	Please see cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.			
Recommended assessment methods	<p>All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board.</p> <p>* NB: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.</p>			
Additional assessment requirements	N/A			

Grading system	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.
How long will it take to complete?	The qualification can usually be completed in less than 6 months.
Entry requirements / recommendations	Learners should be at least 14 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.

CACHE Level 2 Certificate Introducing Caring for Children and Young People (QCF)

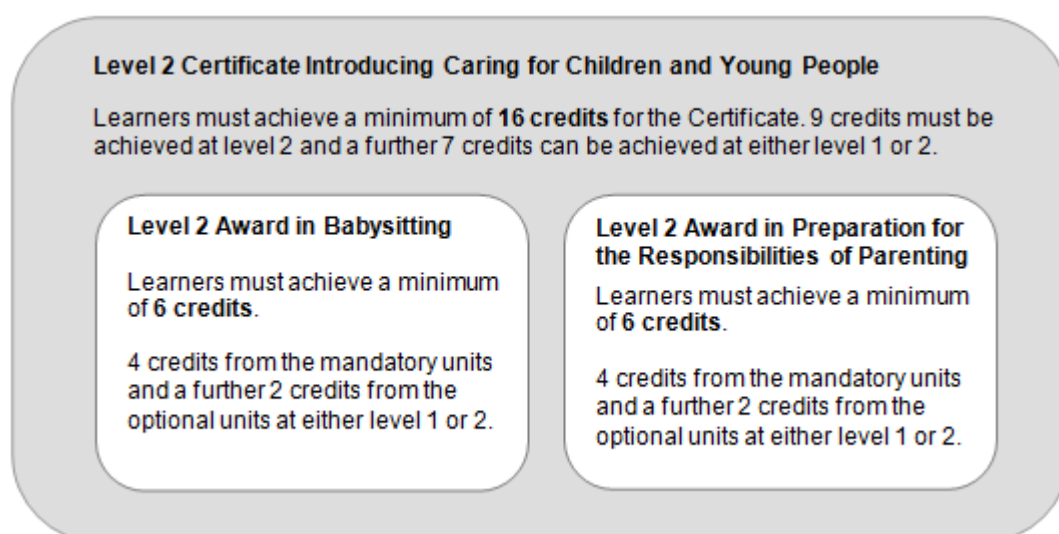
The CACHE Level 2 Certificate Introducing Caring for Children and Young People (QCF) provides the learner with the opportunity to study a range of topics from three main areas: child care and education, babysitting and parenting responsibilities.

All units in the Certificate are optional and learners supported by teachers can make choices about the programme of study in line with the given rules of combination.

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

There are 4 main benefits to this nested approach to achieving a qualification:

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



CACHE Level 2 Award in Babysitting (QCF)

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

CACHE Level 2 Award in Preparation for the Responsibilities of Parenting (QCF)

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

Unit certification can be claimed for all achieved units.

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

Rules of combination	
<p>CACHE Level 2 Award in Babysitting (QCF)</p> <p>Learners must achieve a minimum of 6 credits for the Award. 4 credits from the mandatory units and a further 2 credits from the optional units at either Level 1 or Level 2.</p>	<p>CACHE Level 2 Award in Preparation for the Responsibilities of Parenting (QCF)</p> <p>Learners must achieve a minimum of 6 credits for the Award. 4 credits from the mandatory units and a further 2 credits from the optional units at either Level 1 or Level 2.</p>
<p>CACHE Level 2 Certificate Introducing Caring for Children and Young People (QCF)</p> <p>Learners must achieve a minimum of 16 credits for the Certificate which can include any of the units in either of the 2 Awards above. 9 credits must be achieved at Level 2 and a further 7 credits can be achieved at either Level 1 or Level 2.</p>	

Progression

This section sets out the progression from one Level 2 qualification to another.

Progression for CACHE Level 2 Award in Babysitting and CACHE Level 2 Award in Preparation for the Responsibilities of Parenting

Credits achieved in the Level 2 Award in Babysitting and the Level 2 Award in Preparation for the Responsibilities of Parenting can be counted towards the Level 2 Certificate Introducing Caring for Children and Young People.

For example:

If the learner has achieved 6 credits from the Level 2 Award in Babysitting, a further 10 credits will have to be achieved to gain the Level 2 Certificate Introducing Caring for Children and Young People.

Progression from CACHE Level 2 Certificate Introducing Caring for Children and Young People to the CACHE Level 2 Certificate for the Children and Young People's Workforce

Within the CACHE Level 2 Certificate Introducing Caring for Children and Young People, learners are able to achieve unit TDA 2.2 'Safeguarding the welfare of children and young people' (Unit ref: K/601/3323).

For those learners wishing to progress to work in the Children and Young People's Workforce, CACHE recommends that this unit is offered as an introduction to the CACHE Level 2 Certificate for the Children and Young People's Workforce qualification. This will provide credit which can be carried forward and will support the transition to this qualification when learners are 16.

These qualifications support the learner in making an informed choice about working with children and/or young people.

Unit Achievement Log

CACHE Level 2 Certificate Introducing Caring for Children and Young People

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

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

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
K/601/3323	TDA 2.2	Safeguarding the welfare of children and young people	Knowledge	2	3	20	27	
F/601/3442	SS MU 2.1	Introductory awareness of sensory loss	Knowledge	2	2	16	31	
* T/504/0210	CL2 A9	Importance of play for early learning	Knowledge	2	6	48	37	
M/601/2545	NH/L2 03	Use food and nutrition information to plan a healthy diet	Knowledge	2	3	25	43	
L/502/6958	CL2A1	The value of play to young children	Knowledge	2	3	24	49	
R/502/6959	CL2A2	Young children's development	Knowledge	2	3	22	55	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
J/502/6960	CL2A3	Craft activities with young children	Knowledge	2	2	15	59	
L/502/6961	CL2A4	Accident prevention and fire safety when babysitting	Knowledge	2	2	14	63	
R/502/6962	CL2A5	Caring for young children in a babysitting environment	Knowledge	2	2	14	67	
Y/502/6963	CL2A6	Rights and responsibilities in relation to parenting	Knowledge	2	2	16	73	
D/502/6964	CL2A7	Parenting and healthy lifestyles	Knowledge	2	2	17	77	
H/502/6965	CL2A8	Parenting a young baby	Knowledge	2	2	17	81	
M/601/0116	CFC 9	Respecting and valuing children	Knowledge	1	2	18	85	
T/601/0117	CFC 10	Children's play and leisure activities in the community	Knowledge	1	3	27	89	
Y/601/0109	CFC 13	Sharing learning experiences with children	Knowledge	1	4	36	93	

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

CACHE Level 2 Award in Babysitting

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

Unit ref.	Unit no.	Unit Title	Unit type	Level	Credit	GLH	Page	Notes
Mandatory units								
L/502/6961	CL2A4	Accident prevention and fire safety when babysitting	Knowledge	2	2	14	63	
R/502/6962	CL2A5	Caring for young children in a babysitting environment	Knowledge	2	2	14	67	
Optional units								
J/502/6960	CL2A3	Craft activities with young children	Knowledge	2	2	15	59	
M/601/0116	CFC 9	Respecting and valuing children	Knowledge	1	2	18	85	

CACHE Level 2 Award in Preparation for the Responsibilities of Parenting

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

Unit ref.	Unit no.	Unit Title	Unit type	Level	Credit	GLH	Page	Notes
Mandatory units								
Y/502/6963	CL2A6	Rights and responsibilities in relation to parenting	Knowledge	2	2	16	73	
D/502/6964	CL2A7	Parenting and healthy lifestyles	Knowledge	2	2	17	77	
Optional units								
H/502/6965	CL2A8	Parenting a young baby	Knowledge	2	2	17	81	
M/601/0116	CFC 9	Respecting and valuing children	Knowledge	1	2	18	85	

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.

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: TDA 2.2

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:

Relationship to occupational standards – provided with the QCF unit

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

Introductory training materials:

- role and context
- ICT.

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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

- disclosure
- allegations
- signs and indicators of abuse.

Concerns about a colleague:

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

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

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

Task 1 links to learning outcomes 1 and 3, assessment criteria 1.1, 1.2, 3.1, 3.2, 3.3, 3.4 and 3.5.

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

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

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.1, 2.3 and 2.4.

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

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

SS MU 2.1: Introductory awareness of sensory loss

Unit reference F/601/3442 Level 2

Credit value 2 GLH 16

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

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

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

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

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

Learner signature: _____ Date: _____

Assessor sign off of completed unit: SS MU 2.1
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit.	Sensory Services 1, 2, 3, 4, 5, 6, 7, 8, 9, 11.
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit.	<p>Sensory loss could include:</p> <ul style="list-style-type: none"> • sight loss • hearing loss • deafblindness. <p>Factors could include:</p> <ul style="list-style-type: none"> • communication • information • familiar layouts and routines • mobility.
Additional unit assessment requirements provided with the QCF unit.	Units need to be assessed in line with Skills for Care and Development QCF Assessment Principles.

Assessment task – SS MU 2.1 Introductory awareness of sensory loss

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

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

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

Produce a portfolio of evidence which:

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

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

Add to your portfolio of evidence information which:

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

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

Add more information for your portfolio which:

- outline the main causes of sensory loss
- explain the difference between congenital and acquired sensory loss
- state what percentage of the general population is likely to have sensory loss

Task 4 links to learning outcome 4 and 5, assessment criteria 4.1, 4.2 and 5.1.

Add more information to your portfolio to:

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

CL2 A9: Importance of play for early learning

Unit reference T/504/0210

Unit level 2

Credit value 6

GLH 48

Unit aim This unit gives learners an understanding of the importance of play within early learning

Learner name:		CACHE Centre no:	
CACHE PIN:		ULN:	

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Identify the health, safety and hygiene requirements when preparing food with children.		
	3.3. Describe the role of the adult during a cooking activity with children.		
4. Understand the role of creative activities in enhancing children's learning and development.	4.1. Identify appropriate creative activities and their accompanying resources for use with children.		
	4.2. Plan a creative activity.		
	4.3. Identify how the planned activity could enhance a child's learning and development.		
5. Understand the importance of books and stories in relation to children's learning and development.	5.1. Describe how books and stories can promote the learning and development of children.		
	5.2. Describe criteria you could refer to when choosing books for young children.		
	5.3. List a range of age and stage appropriate books for children.		
6. Understand the importance of talking and listening activities in relation to children's learning and development.	6.1. Describe appropriate talking and listening games.		
	6.2. List factors which may enhance talking and listening activities.		
	6.3. Explain why talking and listening are important for children's learning and development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.4. Describe the role of the adult when talking and listening to children.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CL2 A9

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:

Unit equivalencies

This unit is equivalent to unit D/500/5533 Understanding Play for Early Learning.

Assessment task – CL2 A9 Importance of play for early learning

This assessment has been designed to meet all assessment criteria for learning outcomes 1-6 inclusive.

Introduction

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

Task 1 – The importance of creativity

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

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

Task 2 – Indoor / outdoor games

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

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

Task 3 – Cooking with young children

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

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

Task 4 – Enjoy music with young children

There are many opportunities to encourage creative development.

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

Task 5 – Books and stories

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

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

Age/Stage	Appropriate book

Task 6 – Games which include talking and listening

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

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

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

Unit reference M/601/2545 Level 2
 Credit value 3 GLH 25

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

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand food additives.	2.1. Define the term food additives.		
	2.2. Describe the main groups of additives and their functions.		
	2.3. Explain the benefits of food additives.		
	2.4 Give examples of legislation surrounding the use of food additives.		
3. Be able to apply principles of healthy eating	3.1. Record own food and drink intake for one week.		
	3.2. Compare own food and drink intake against current healthy eating advice.		
	3.3. Outline the steps that could be taken to make their diet more healthy.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: NH/L2 03

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

Assessor name:

Signature:

Date:

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

Additional information about the unit:

Relationship to occupational standards – provided with the QCF unit.

The following knowledge aspects of clinical Health Skills NOS CHS148:

- K27
- K31
- K32

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

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

Introduction

The way food is labelled and the information about the additives which can be found in food can be a challenge when shopping in supermarkets. This assessment will provide you with the opportunity to explore this information and carry out a review of your food intake in line with the current advice on healthy eating. Present your evidence in 3 sections, which will enable you to show that you can:

Task 1

Section 1 – Understanding food labelling

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

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

Task 2

Section 2 – Food additives

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

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

Task 3

Section 3 – Is your diet healthy?

You may choose to present your answer in chart form.

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

CL2A1: The value of play to young children

Unit reference L/502/6958 Level 2

Credit value 3 GLH 24

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

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CL2A1

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

Assessment task - CL2A1 The value of play to young children

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

Introduction

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

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

Task 1

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

- Write a description of how play supports the development of young children.
- Write an explanation to show the value of play to the young child's development in each of the following 5 areas:
 - physical
 - social
 - emotional
 - intellectual
 - language.
- Write a description with examples of how play can be used to meet children's individual needs.

Task 2

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

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

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

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

Task 3

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

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

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

CL2A2: Young children's development

Unit reference R/502/6959 Level 2

Credit value 3 GLH 22

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

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CL2A2

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

- Learners should refer to the Early Years framework that is used in the relevant home nation.
- Age range for young children is birth to three years.

Assessment task - CL2A2 Young children's development

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

Introduction

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

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

Produce a folder with three sections, which will include the following tasks.

Section 1 – Development of young children

Task 1

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

Section 2 - Positive environments

Task 2

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

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

Section 3 – Providing basic needs

Task 3

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

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

CL2A3: Craft activities with young children

Unit reference J/502/6960 Level 2

Credit value 2 GLH 15

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

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CL2A3

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

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

A young child is 5 years and under for this unit.

Assessment task - CL2A3 Craft activities with young children

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

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

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

Task 1 - Benefits for young children from craft activities

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

Task 2 – Health and Safety

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

CL2A4: Accident prevention and fire safety when babysitting

Unit reference L/502/6961 Level 2

Credit value 2 GLH 14

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

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand the role of control measures in fire safety and accident preventions.	3.1. Explain ways of preventing or minimising risk which could be put in place for each of the following: <ul style="list-style-type: none"> • fire • accident • injury. 		
	3.2. Explain how the control measure supports the safety of: <ul style="list-style-type: none"> • the child/children • the babysitter. 		
	3.3. Explain the actions which would need to be taken in the event of a fire or accident to prioritise the safety of the children.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CL2A4

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

Control measures – ways of preventing or minimising risk

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

Assessment task - CL2A4 Accident prevention and fire safety when babysitting

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

Introduction

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

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

Task 1 - Risk assessment

- define what is meant by a risk assessment
- explain the benefits of carrying out a risk assessment in a babysitting environment:
 - to the child or children
 - for the babysitter

Task 2 - Assessing risk

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

Task 3 - Control measures

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

CL2A5: Caring for young children in a babysitting environment

Unit reference R/502/6962 Level 2

Credit value 2 GLH 14

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

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CL2A5

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

Unit assessment guidance – provided by the sector

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

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

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

Introduction

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

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

Section 1 – Responsibilities

Task 1

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

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

Section 2 – Activities or toys

Task 2

- Describe different toys and activities suitable for the following aged children:
 - birth to 11 months
 - young children aged 1 year to 1 year 11 months
 - children aged 2 years to 2 years 11 months
 - children aged 3 years to 3 years 11 months
 - children aged 4 years to 5 years 11 months.

You could produce this in a chart form.

Section 3 – Sleep time

Task 3

- Describe a calming routine for preparing young children to settle at bed time.
- Write a brief description to demonstrate understanding of the following care activities:
 - bathing a young child
 - changing a nappy
 - supporting a young child to clean teeth.

You may use pictures or diagrams to help with your description.

- Write an explanation to show the value of reading stories at bed time in preparing a young child for sleep.

CL2A6: Rights and responsibilities in relation to parenting

Unit reference Y/502/6963 Level 2

Credit value 2 GLH 16

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

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CL2A6

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

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

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

Assessment task - CL2A6 Rights and responsibilities in relation to parenting

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

Introduction

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

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

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

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

Task 1

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

Section 2 looks at parental responsibilities.

Task 2

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

Section 3 concerns environments for children.

Task 3

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

CL2A7: Parenting and healthy lifestyles

Unit reference D/502/6964 Level 2

Credit value 2 GLH 17

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

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

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

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand the responsibilities of parents with regard to smoking and the health of the family.	2.1. Explain the effects that smoking can have on health of the: <ul style="list-style-type: none"> • smoker • child/children • other adults in the family. 		
3. Understand how alcohol and illegal use of drugs affect a healthy lifestyle of the user and the family.	3.1. Explain the effects of alcohol and illegal drug use on the health of the user.		
	3.2. Explain the effects of alcohol and legal drug use on the family of the user.		
4. Know about sexual health in relation to a healthy lifestyle.	4.1. Describe the advantages and disadvantages of different contraception methods.		
	4.2. Outline where information and support can be obtained about: <ul style="list-style-type: none"> • contraception • sexually transmitted disease testing. 		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CL2A7

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

Assessor name:

Signature:

Date:

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

Assessment task - CL2A7 Parenting and healthy lifestyles

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

Introduction

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

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

Task 1 - Family Lifestyles

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

Task 2 - Smoking versus health

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

Task 3 - Alcohol and illegal drug use

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

Task 4 - Sexual health

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

CL2A8: Parenting a young baby

Unit reference H/502/6965 Level 2

Credit value 2 GLH 17

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

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the responsibilities of parent(s) when caring for a young baby.	1.1. Explain the responsibilities of parent(s) for a young baby in relation to the environment where the baby is cared for.		
	1.2. Explain the responsibilities of parents(s) for a young baby in relation to the welfare of the baby.		
	1.3. Identify the legal responsibilities of parent(s) of a young baby.		
2. Know how to access support which may be required as parent(s) of a young baby.	2.1. Outline the support that parent(s) of a young baby may need.		
	2.2. Explain where parent(s) of a young baby can obtain professional support for: <ul style="list-style-type: none"> • the baby • the parent(s). 		
	2.3. Discuss the role of the health care team in supporting the parent(s) of a young baby.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Know how to recognise and respond to a young baby who is unwell.	3.1. Explain the signs and/or symptoms that would show that a young baby is feeling unwell.		
	3.2. Describe the actions that parent(s) would need to take for each sign or symptom previously identified in relation to an unwell young baby.		
4. Know how to provide safe stimulating activities for a young baby.	4.1. Describe activities which stimulate a young baby's development.		
	4.2. Describe toys for a young baby aged 6 months.		
	4.3. Explain why the toys described are suitable for the baby aged 6 months.		
	4.4. Explain how each of the toys described support a young baby's development.		

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CL2A8

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

Assessor name:

Signature:

Date:

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

Assessment task - CL2A8 Parenting a young baby

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

Introduction

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

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

Section 1 – Responsibilities

Task 1

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

Section 2 – Support available to parents

Task 2

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

Section 3 – Signs and symptoms

Task 3

- a) explain the signs and/or symptoms that would show that a young baby is feeling unwell
- b) describe the **actions** that parent(s) would need to take for each sign or symptom previously identified in Task 3a in relation to an unwell young baby

Section 4 – Safe stimulating activities for a young baby

Task 4

- a) describe activities which stimulate a young baby's development
- b) describe toys for a young baby aged 6 months
- c) explain why the toys described in Task 4b are suitable for the baby aged 6 months
- d) explain how each of the toys described in Task 4b support a young baby's development.

You may choose to present Task 4 in chart form.

CFC 9: Respecting and valuing children

Unit reference M/601/0116 Level 1
 Credit value 2 GLH 18

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

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CFC 9

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

Assessor name:

Signature:

Date:

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

Assessment task – CFC 9 Respecting and valuing children

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

Introduction

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

Task

Prepare the following information to include:

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

You may choose to present your work as a display.

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

Unit reference T/601/0117 Level 1

Credit value 3 GLH 27

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

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know about play and leisure activities for children in the local community.	1.1. List organisations which provide play and leisure activities in the local community.		
	1.2. Give examples of leisure and play activities for children in the local community.		
2. Know the benefits of play and leisure activities for children.	2.1. State ways that children's development is supported by play and leisure activities in the following areas: <ul style="list-style-type: none"> • physical • social and emotional • language and communications. 		
3. Know the role of adults in supporting play and leisure activities in the community.	3.1. Outline ways that adults support children in play and leisure activities.		

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CFC 10

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

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

- 1.1. A minimum of 4 organisations.
- 1.2. A minimum of 4 examples to include indoor and outdoor activities.
- 3.2. A minimum of 2 factors.

Information about play and leisure activities should include those appropriate for children 4 - 16 years.

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

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

Introduction

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

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

Task 1

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

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

Task 2 The benefits of play and leisure activities for children

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

- physical
- social and emotional
- language and communications.

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

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

Task 3

Include the following information:

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

CFC 13: Sharing learning experiences with children

Unit reference Y/601/0109 Level 1

Credit value 4 GLH 36

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

Learner name:	CACHE Centre no:
CACHE PIN:	ULN:

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

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

Learner declaration of authenticity:

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

Learner signature:

Date:

Assessor sign off of completed unit: CFC 13

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

Assessor name:

Signature:

Date:

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

Guidance for developing assessment arrangements for the unit:

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

- 1.1. More than 1.
- 1.2. Include 4 senses.
- 2.1. A minimum of 3 appropriate stories and 3 rhymes with specific age identified.
- 3.1. A minimum of 4 objects.
- 4.3. A minimum of 3 examples.

Assessment task – CFC 13 Sharing learning experiences with children

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

Introduction

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

Produce information about ways that children learn.

Task 1

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

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

Task 2

Produce an A4 chart that shows stories and rhymes that children under 5 years enjoy.

The information must include:

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

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

Task 3

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

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

Task 4

Produce an information leaflet which includes:

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

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.

Skills for Care and Development Assessment Principles

Knowledge learning outcomes

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

Competence / Skills learning outcomes

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

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

Knowledge learning outcomes

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

Competence / Skills learning outcomes

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

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 2 Caring, Babysitting and Parenting Group (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

2

3

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

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

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

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

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: qcfsupportmaterials@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 March 2011.

All page numbers refer to this version of the document.

- **p.10, Qualification Summary:** References to a minimum age of 16 for the Level 2 Award in Babysitting and the Level 2 Award in Preparation for the Responsibilities of Parenting removed.
- **p.12, Qualification summary:** The minimum age for Level 2 Award in Babysitting has been changed from 14 to 16.
- **P.12-13, Qualification summary:** The minimum age for Level 2 Award in Babysitting has been changed back from 16 to 14 following approval from the Department for Education.
- **p.14, Qualification summary:** The minimum age for Level 2 Award in Preparation for the Responsibilities of Parenting has been changed from 14 to 16.
- **p.14-15, Qualification summary:** The minimum age for Level 2 Award in Preparation for the Responsibilities of Parenting has been changed back from 14 to 16 following approval from the Department for Education.
- **p.16:** References to a minimum age of 16 for the Level 2 Award in Babysitting and the Level 2 Award in Preparation for the Responsibilities of Parenting removed.
- **p.16, Rules of Combination** amended for the Level 2 Certificate Introducing Caring for Children and Young People. (9 credits (previously 12) must be achieved at Level 2 and a further 7 credits (previously 4) can be achieved at either Level 1 or Level 2.)
- **p.18, Rules of Combination:** Rules of combination amended for the Level 2 Certificate Introducing Caring for Children and Young People. (9 credits (previously 12) must be achieved at Level 2 and a further 7 credits (previously 4) can be achieved at either Level 1 or Level 2.)
- **P.20, Unit Achievement Log:** Unit details added for replacement unit CL2 A9.
- **pp.37-41:** CL2 A9 unit and assessment task added.

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