



Ascentis Level 1 Award in

Supporting a Child's Learning and Development

Specification

Ofqual Number:

Level 1: 601/3848/8

Ofqual Start Date: 01/08/2014

Ofqual Review Date: 31/07/2020

Ofqual Certification Review Date: 31/07/2021

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS LEVEL 1 AWARD IN SUPPORTING A CHILD'S LEARNING AND DEVELOPMENT

Introduction

The Ascentis Award in Supporting a Child's Learning and Development are designed to give formal recognition to the achievement of adult learners taking family learning courses. The accreditation is very flexible - there are a range of optional units which can be packaged in a number of ways. These reflect the wide variation of family learning courses on offer, each tailored to their target market, including Family Literacy, Language and Numeracy (FLLN) and Wider Family Learning.

Achievement of the Award at Level 1 will act as the first step in a ladder of progression towards further qualifications and/or employment.

There are several features of this qualification that make it very appropriate for its target learners

- Includes family literacy, language and numeracy and wider family learning units
- Assessment is through the building up of a portfolio of evidence, allowing the learner to put together evidence most appropriate to their learning situation
- A flexible optional unit structure that allows family learning accreditation to be appropriate to the particular target learners.
- Moderation and certification offered throughout the year, allowing maximum flexibility for centres.
- Developed by family learning practitioners to reflect the full range of family learning provision together with being relevant and up to date

Aims

The aims of the qualification are to enable learners

- 1 To increase awareness of the range of opportunities both within formal and informal learning to support a child's learning and development
- 2 To promote the value of learning within a family unit
- 3 To enable the learner to identify their own future learning and development needs
- 4 To encourage the learner to progress to employment or further learning opportunities

Target Group

This qualification is aimed at adult learners with children or those caring for children. These learners may have been out of education or employment for some time

Ofqual Qualification Number: Level 1: 601/3848/8

Rationale for the Rules of Combination

To achieve the Award in Personal Development the learner must obtain a minimum of 6 credits. Learners can achieve up to a maximum of 12 credits in completing the Award. A minimum of 51% of credits must be taken at the level of the Award and the remaining credits can be taken from any of the optional units.

Rules of Combination

| Ascentis Level 1 Award in Supporting a Child's Learning and Development | | | | |
|---|---------|--------------|-----|--------------------|
| | | | | Minimum credits: 6 |
| Title | Level | Credit Value | GLH | Unit ref |
| Entry 3 Units | | | | |
| The Role of Family Learning | Entry 3 | 2 | 10 | J/502/1712 |
| Keeping up with your Child (Literacy) | Entry 3 | 1 | 10 | Y/506/3141 |
| Keeping up with your Child (Numeracy) | Entry 3 | 1 | 10 | D/506/3142 |
| Learning Together (Healthy Living, Healthy Eating) | Entry 3 | 2 | 10 | A/506/3147 |
| Learning Together (Carrying out an Activity) | Entry 3 | 2 | 10 | H/506/3143 |
| Developing Early Literacy, Language and Numeracy Skills | Entry 3 | 1 | 10 | M/502/1722 |
| Supporting a Child's Learning in School | Entry 3 | 2 | 20 | M/506/3162 |
| Managing Own Money | Entry 3 | 2 | 20 | R/508/5266 |
| Preparation for Work | Entry 3 | 2 | 20 | D/508/5268 |
| Keeping a Child Healthy and Safe | Entry 3 | 1 | 10 | J/502/1726 |
| Introduction to Making and Using Story Sacks for Family Learning | Entry 3 | 2 | 20 | Y/508/5267 |
| Level 1 Units | | | | |
| The Role of Family Learning | Level 1 | 2 | 10 | L/502/1713 |
| Keeping up with your Child (Literacy) | Level 1 | 1 | 10 | A/504/7465 |
| Keeping up with your Child (Numeracy) | Level 1 | 1 | 10 | F/504/7466 |
| Learning Together (Healthy Living, Healthy Eating) | Level 1 | 2 | 10 | J/504/9607 |
| Learning Together (Carrying out an Activity) | Level 1 | 2 | 10 | R/504/7469 |
| Developing Early Literacy, Language and Numeracy Skills | Level 1 | 1 | 10 | T/502/1723 |
| Supporting a Child's Learning in School | Level 1 | 2 | 20 | J/504/7470 |
| Managing Own Money | Level 1 | 2 | 20 | L/508/5265 |
| Preparation for Work | Level 1 | 2 | 20 | H/508/5269 |
| Keeping a Child Healthy and Safe | Level 1 | 1 | 10 | L/502/1727 |
| Making and Using Story Sacks for Family Learning | Level 1 | 3 | 27 | Y/508/5270 |
| Sharing Learning Experiences with Children | Level 1 | 4 | 36 | D/508/5271 |
| Working with your Child to Develop Literacy Skills | Level 1 | 3 | 27 | K/508/5273 |
| Working with your Child to Develop Numeracy Skills | Level 1 | 3 | 27 | H/508/5272 |
| Supporting your Children's Literacy and Numeracy Development | Level 1 | 3 | 27 | M/508/5274 |
| Exploring Computers to Support Family Learning | Level 1 | 2 | 18 | J/508/5264 |
| Introduction to Creative Activities for Children's Development | Level 1 | 3 | 17 | J/508/5278 |
| Musical Activities for Young Children | Level 1 | 2 | 18 | A/508/5276 |

| Level 2 Units | | | | |
|--|------------|--------------------|--|------------|
| Supporting your Children's Literacy and Numeracy Development | Level 2 | 2 | 16 | T/508/5275 |
| Safeguarding the Welfare of Children and Young People | Level 2 | 3 | 20 | L/508/5279 |
| Barred Combinations | | | | |
| Title | Unit Ref | Barred Combination | Title | Unit Ref |
| The Role of Family Learning (E3) | J/502/1712 | Barred with | The Role of Family Learning (L1) | L/502/1713 |
| Keeping up with your Child (Literacy) (E3) | Y/506/3141 | Barred with | Keeping up with your Child (Literacy) (L1) | A/504/7465 |
| Keeping up with your Child (Numeracy) (E3) | D/506/3142 | Barred with | Keeping up with your Child (Numeracy) (L1) | F/504/7466 |
| Learning Together (Healthy Living, Healthy Eating) (E3) | A/506/3147 | Barred with | Learning Together (Healthy Living, Healthy Eating) (L1) | J/504/9607 |
| Learning Together (Carrying out an Activity) (E3) | H/506/3143 | Barred with | Learning Together (Carrying out an Activity) (L1) | R/504/7469 |
| Developing Early Literacy, Language and Numeracy Skills (E3) | M/502/1722 | Barred with | Developing Early Literacy, Language and Numeracy Skills (L1) | T/502/1723 |
| Supporting a Child's Learning in School (E3) | M/506/3122 | Barred with | Supporting a Child's Learning in School (L1) | J/504/7470 |
| Managing Own Money (E3) | R/508/5266 | Barred with | Managing Own Money (L1) | L/508/5265 |
| Preparation for Work (E3) | D/508/5268 | Barred with | Preparation for Work (L1) | H/508/5269 |
| Keeping a Child Healthy and Safe (E3) | J/502/1726 | Barred with | Keeping a Child Healthy and Safe (L1) | L/502/1727 |
| Introduction to Making and using Story Sacks for Family Learning (E3) | Y/508/5267 | Barred with | Making and using Story Sacks for Family Learning (L1) | Y/508/5270 |
| Supporting you Children's Literacy and Numeracy Development (L1) | M/508/5274 | Barred with | Supporting you Children's Literacy and Numeracy Development (L2) | T/508/5275 |
| Credits from equivalent Units: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team. | | | | |
| Credits from exemptions: Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development Team. | | | | |

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 60

Total Qualification Time

The total qualification time for Level 1 Award in supporting a Child's Learning and Development is 60.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification.

Recommended Prior Knowledge, Attainment and/or Experience

No recommended prior learning or experience is required.

Age Range of Qualification

This qualification is aimed at adult learners with children or those caring for children.

Opportunities for Progression

It is intended that this qualification will help learners towards the following progression routes

- Lateral or vertical progression to Skills for Life or Functional Skills qualifications
- Vocational or subject specific learning at Entry Level 3 or Level 1 e.g. Ascentis Personal and Vocational Awards and Certificates at Entry 3 and Level 1 which can be used to make up a progression pathway.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the award and certificate, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self assessments
- Workbook activities
- Final multiple choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

UNIT SPECIFICATIONS

The Role of Family Learning

Credit Value of Unit: 2

GLH of Unit: 10

Introduction

In this unit the learner will identify those individuals involved in a child's learning. An appreciation of how family learning can raise achievement in a child will be gained. Activities and techniques which can contribute to a child's learning will be identified. The learner will identify ways in which they themselves can develop and evaluate their own learning.

| Learning Outcomes | | Assessment Criteria | |
|-----------------------------|--|--|--|
| The learner will be able to | | The learner can | |
| | | Entry 3 | Level 1 |
| 1 | Know the range of individuals involved in a child's learning | 1.1 Identify own role in supporting a child's learning | 1.1 Outline own role in supporting a child's learning |
| | | 1.2 Identify the role of others in a child's learning | 1.2 Outline the role of others in a child's learning |
| 2 | Understand the factors which contribute to a child's learning, including the role of family learning | 2.1 State factors which contribute to a child's learning | 2.1 Outline the factors contributing to a child's learning and how these can be used to determine approaches to learning |
| | | 2.2 State some ways that family learning can help raise the achievement of a child | 2.2 Outline the importance of family learning to the family as a whole |
| | | 2.3 Describe how family learning can help raise the achievement of a child | 2.3 Describe how family learning can help raise the achievement of a child |
| 3 | Understand how children learn through daily activities | 3.1 List some daily activities in which children learn | 3.1 Describe the learning that takes place in a range of daily activities |
| | | 3.2 Suggest ways in which parents/carers can encourage learning through daily activities | 3.2 Describe ways in which parents/carers can encourage learning through daily activities |

| | | | |
|---|--|--|--|
| 4 | Understand the importance of active communication and positive interaction with children | 4.1 Give examples of situations in which it is important to listen to a child. | 4.1 Describe some situations in which it is important to listen to a child and how this encourages a child's development |
| | | 4.2 Give an example of when choice may be offered to a child. | 4.2 Describe some choices that may be offered to a child and how this encourages a child's development |
| | | 4.3 Give an example of positive reinforcement | 4.3 Describe with examples positive reinforcement and how this encourages a child's development |
| 5 | Be able to develop and evaluate own learning | 5.1 State own learning preferences | 5.1 Describe own learning preferences and how these may be used to develop learning |
| | | 5.2 Produce a portfolio of work demonstrating basic organisational features | 5.2 Produce a well organised and structured portfolio of work. |

Indicative Content

Individuals involved in a child's learning e.g. parents, extended family, carers, teachers, teaching assistants, nursery practitioners, support workers in extended schools services, learning support workers, community workers etc.

Factors contributing to a child's learning e.g. influence on child's learning preference (visual, kinaesthetic, auditory, logical), support from home environment, active learning, meaningful activities, motivation-positive reward and positive parenting

Active communication and positive interaction with children e.g. clear realistic expectations of child, making time to interact with child, giving choices, unconditional love, challenge behaviours not the child, focus on the positive, praise, setting boundaries

Develop and evaluate own learning e.g. learning preferences; organisation of portfolio; logical order, page numbered, contents page, name and date titles to each piece of work etc.

UNIT SPECIFICATIONS

Keeping up with your Child - Literacy

Credit Value of Unit: 1

GLH of Unit: 10

Introduction

In this unit the learner will gain an understanding of the approaches to teaching literacy within a school setting. They will learn how they can complement the teaching in school through a range of activities that can be done in everyday life. The learner will determine their current literacy skills and identify ways these could be improved.

| Learning Outcomes The learner will be able to | Assessment Criteria | |
|---|--|--|
| | Entry 3 | Level 1 |
| 1 Understand some of the main approaches to teaching literacy in schools | 1.1 Identify current approaches to teaching and learning of literacy | 1.1 Describe the current approaches to teaching and learning of literacy |
| | 1.2 Give a basic outline of English in the National Curriculum | 1.2 Give an outline of English in the National Curriculum |
| | 1.3 List common literacy terms used in the teaching of literacy | 1.3 Produce a glossary of common literacy terms used in the teaching of literacy |
| 2 Know how to support a child to develop literacy skills in everyday life | 2.1 Give an example of how the parent/carer can help a child develop literacy skills | 2.1 Give an example of how the parent/carer can help a child develop literacy skills |
| | 2.2 Plan an activity which will help a child develop literacy skills | 2.2 Plan an activity which will help a child develop literacy skills |
| | 2.3 State how the activity promotes the development of literacy skills | 2.3 State how the activity promotes the development of literacy skills |
| 3 Be able to recognise how own literacy skills may be improved | 3.1 Identify own strengths and weaknesses in relation to literacy skills | 3.1 Outline own strengths and weaknesses in relation to literacy skills |
| | 3.2 Identify further learning opportunities for progression | 3.2 Identify further learning opportunities for progression |

Indicative Content

Main approaches to teaching literacy in schools - Primary Framework for Literacy; different approaches to the teaching of reading and writing; approaches currently promoted in schools e.g. phonics; The Literacy Hour; emphasis on speaking and listening skill development at Key Stage 1

English in the National Curriculum - legal requirement; different key stages; coverage of speaking and listening, reading and writing; attainment targets and level descriptors

Common literacy terms used in teaching literacy:

Speaking and listening: e.g. fluency, intonation, diction, main points, needs of the listener, clarify understanding, turn-taking etc.

Reading: e.g. Phonetics, high-frequency words, spelling strategies, decipher new words, work out the sense, different types of texts

Writing: e.g. sequence of events, clear structure, familiar and unfamiliar words, punctuation, spelling, legible handwriting, lower and upper case

Supporting a child develop their literacy skills - read with child; talk and share opinions of stories; encourage enjoyment of reading-range of reading materials to choose from such as books, comics, computer text etc., story sacks, visits to library, book shops; word awareness in everyday environment e.g. signs; encourage child to use writing skills e.g. name on party invitations, shopping lists, mix writing with drawings

UNIT SPECIFICATIONS

Keeping up with your Child – Numeracy

Credit Value of Unit: 1

GLH of Unit: 10

Introduction

In this unit the learner will gain an understanding of the approaches to teaching numeracy within a school setting. They will learn how they can complement the teaching in school through a range of activities that can be done in everyday life. The learner will determine their current numeracy skills and identify ways these could be improved.

| Learning Outcomes | Assessment Criteria | |
|---|--|--|
| | The learner can | |
| The learner will be able to | Entry 3 | Level 1 |
| 1 Understand some of the main approaches for teaching numeracy in schools | 1.1 Identify current approaches for teaching and learning of numeracy | 1.1 Describe the current approaches for teaching and learning of numeracy |
| | 1.2 Give a basic outline of Mathematics in the National Curriculum | 1.2 Give an outline of Mathematics in the National Curriculum |
| | 1.3 List common numeracy terms used in the teaching of numeracy | 1.3 Produce a glossary of common numeracy terms used in the teaching of numeracy |
| 2 Know how to support a child to develop numeracy skills in everyday life | 2.1 Give an example of how the parent/carer can help a child develop numeracy skills | 2.1 Give examples of how the parent/carer can help a child develop their numeracy skills |
| | 2.2 Plan an activity which will help a child develop numeracy skills | 2.2 Plan an activity which will help a child develop their numeracy skills |
| | 2.3 State how the activity promotes the development of numeracy skills | 2.3 Describe the way in which the activity promotes the development of numeracy skills |
| 3 Be able to recognise how own numeracy skills may be improved | 3.1 Identify own strengths and weaknesses in relation to numeracy skills | 3.1 Outline own strengths and weaknesses in relation to numeracy skills |
| | 3.2 Identify further learning opportunities for progression | 3.2 Identify further learning opportunities for progression |

Indicative Content

Main approaches to teaching numeracy in schools - Primary Framework for Numeracy; different approaches to the teaching of numeracy; approaches currently promoted in schools

Mathematics in the National Curriculum - legal requirement; different key stages; coverage of using and applying number, shape, space and measures and handling data; attainment targets and level descriptors

Common numeracy terms used in teaching numeracy - problem solving, mental calculation skills, patterns, sequences, ordering, use of position words, data, 2D and 3D shapes, symmetry, estimating etc.

Supporting a child develop their numeracy skills - everyday activities and games involving maths e.g. counting games, number recognition; using maths in everyday situations e.g. time, sharing of food etc. party invitations, shopping lists, mix writing with drawings

UNIT SPECIFICATIONS

Learning Together (Healthy Living, Healthy Eating)

Credit Value of Unit: 2

GLH of Unit: 10

Introduction

In this unit the learner will gain an understanding of some of the lifestyle factors affecting health. Healthy and less healthy food choices will be identified and the learner will be able to make suggestions on how a child's diet may be improved. The benefits of regular physical activity will be recognised and ways of increasing the physical activity of a child identified.

| Learning Outcomes | Assessment Criteria | |
|--|--|--|
| | The learner can | |
| | Entry 3 | Level 1 |
| 1 Understand the impact of lifestyle on the health of children and adults | 1.1 List some of the lifestyle factors that may affect health | 1.1 Describe how lifestyle factors may affect health |
| | 1.2 Give examples of how these factors may affect health | |
| 2 Understand the importance of a healthy diet in contributing to good health | 2.1 Identify the foods which make a positive contribution to a healthy diet | 2.1 Describe the balance of foods needed in order to have a healthy diet |
| | 2.2 Identify the foods to have in moderation or to limit in order to have a healthy diet | 2.2 Outline the role of different food groups in a healthy diet |
| | 2.3 Take a one-day diet history of a child | 2.3 Take a one-day diet history of a child |
| | 2.4 Suggest ways in which the child's diet could be improved | 2.4 Show how the child's diet could be improved, giving reasons for your suggestions |
| | 2.5 Give examples of how poor diet may contribute to poor health | 2.5 Outline how poor diet may contribute to poor health |
| 3 Understand the importance of exercise in contributing to good health | 3.1 Give examples of some of the benefits of exercise to children and adults | 3.1 Outline the benefits of exercise to children and adults |
| | 3.2 Take a three-day's activity diary of a child | 3.2 Take a three-days activity diary of a child |
| | 3.3 Suggest ways of increasing exercise levels in everyday life | 3.3 Outline ways in which exercise levels can be increased in everyday life. |

Indicative Content

Lifestyle factors affecting health – diet, amount of exercise, emotional wellbeing, use of alcohol and other drugs, regular health checks etc.

Foods making positive contribution to health- fruit, vegetables, lean meats, fish, dairy products (particularly important in children), lower sugar cereals

Ways to improve a child's diet- the Healthy Schools Initiative, Five-a-Day, Eatwell plate

Foods to have in moderation – high fat/sugary foods e.g. pies, cakes, biscuits, chocolate, sugary drinks

Link between poor diet and health e.g. obesity, dental disease, problems in later life such as high blood pressure, heart problems, diabetes

Benefits of exercise to health – emotional health-promotes sense of wellbeing; helps reduce obesity; builds up healthy heart and muscles; increases lung capacity; social health e.g. participation in team sports

UNIT SPECIFICATIONS

Learning Together (Carrying out an Activity)

Credit Value of Unit: 2

GLH of Unit: 10

Introduction

In this unit the learner will identify a range of activities which can be carried out with a child and know how appropriate they are for a particular stage of a child's development. An activity within a wider family learning context will be planned and carried out with a child identifying the learning taking place and how the activity could be improved to encourage further learning.

| Learning Outcomes | | Assessment Criteria | |
|-----------------------------|---|--|--|
| The learner will be able to | | The learner can | |
| | | Entry 3 | Level 1 |
| 1 | Understand the role of play in a child's development | 1.1 List a number of activities that can support a child's development and learning | 1.1 Outline appropriate activities for the main stages of child development |
| | | 1.2 Give an example of an appropriate activity for a particular stage of child development | 1.2 For each activity outline the ways in which it encourages a child's learning and development |
| | | 1.3 State how the activity can encourage a child's development and learning | |
| 2 | Be able to carry out a play activity with a child recognising the learning taking place | 2.1 Select an appropriate activity to carry out with a known child | 2.1 Choose an appropriate activity to carry out with a known child, giving reasons for choice |
| | | 2.2 Identify the resources needed to carry out the activity | 2.2 Choose the resources needed to carry out the activity |
| | | 2.3 Identify any safety considerations in carrying out the activity | 2.3 Outline any safety considerations in carrying out the activity |
| | | 2.4 Identify how to initiate, manage and maintain the activity | 2.4 Outline how to initiate, manage and maintain the activity |
| | | 2.5 Identify how the activity encouraged learning and the skills developed | 2.5 Explain how the activity encouraged learning and the skills developed |
| | | 2.6 Identify how the activity could be improved to encourage further learning | 2.6 Explain how the activity could be improved to encourage further learning |

Indicative Content

Range of activities e.g. sports, circus skills, art and crafts, music, performing arts, using construction toys, water, sand, role play etc.

Ways activities may support a child's development and learning e.g. following instructions, health and safety awareness, motor skills, language development, visual awareness, planning sequence of events

Safety considerations –dependent on activity e.g. arts and craft activities-danger of swallowing small parts, glue and paint toxicity, use of scissors; risk of injury in sport, circus activities, road safety in outdoor activities

UNIT SPECIFICATIONS

Developing Early Literacy, Language and Numeracy Skills

Credit Value of Unit: 1

GLH of Unit: 10

Introduction

In this unit the learner will gain an understanding of what the Early Years Foundation Stage is and how it works. Learners will gain an understanding of the important role of play for their child's development, including the development of early literacy, language and numeracy skills and how to encourage/support this within the family home. They will also gain knowledge on how to recognise the progress that their child is making.

The learners will undertake classroom based learning, including identifying appropriate learning opportunities for their children through play and plan and create resources in class, to use at home with their child. They will also be expected to evaluate the success of these activities in promoting skills development for their child.

| Learning Outcomes | | Assessment Criteria | |
|---|---|--|---|
| | | The learner can | |
| The learner will be able to | | Entry 3 | Level 1 |
| 1 | Understand what the Early Years Foundation Stage is | 1.1 List the four themes of the Early Years Foundation Stage | 1.1 Explain the four themes of the Early Years Foundation Stage |
| 2 | Understand the importance of play in developing children's literacy, language and numeracy skills | 2.1 List a number of activities that can develop early literacy and language skills | 2.1 Explain how a number of play activities can encourage a child's early literacy and language development |
| | | 2.2 List a number of activities that can develop numeracy skills | 2.2 Explain how a number of play activities can encourage a child's early numeracy development |
| 3 | Be able to plan and carry out an activity with a child and recognise the learning taking place | 3.1 State the play activity to be carried out with the child | 3.1 Outline the play activity to be carried out with the child, giving reasons for the choice |
| | | 3.2 Produce at least one resource to support the learning during the play activity | 3.2 Produce at least one resource to support learning during the play activity |
| | | 3.3 Give examples of how the play activity encouraged learning and what skills their child developed | 3.3 Outline how the resource and play activity encouraged literacy, language and/or numeracy learning |
| | | 3.4 State which Early Years Foundation Stage theme their play activity links to | 3.4 Explain how successful the play activity was at promoting literacy, language and /or numeracy development and how it could be improved. |
| 3.5 Explain how their play activity links to an Early Years Foundation Stage theme. | | | |

Indicative Content

Main approaches in the delivery of EYFS e.g. four themes – a unique child, positive relationships, enabling environments, learning and development. Early Learning Goals, emphasis on play, parental involvement, role of Early Years practitioners

Ways that activities may support a child's development and learning e.g. following instructions, health and safety awareness, motor skills, language development, listening skills, visual awareness, planning sequence of events, use of technology.

UNIT SPECIFICATIONS

Supporting a Child's Learning in School

Credit Value of Unit: 2

GLH of Unit: 20

Introduction

In this unit the learner will gain an understanding of how the school environment is organised and structured in order to promote learning. An understanding of the school curriculum and how this is determined through the Key Stages and National Curriculum will be gained as well as knowledge of the different ways in which attainment can be measured and reported.

| Learning Outcomes The learner will be able to | Assessment Criteria The learner can | |
|--|--|--|
| | Entry 3 | Level 1 |
| 1 Know the main features of the school and classroom environment | 1.1 State the basic organisational structure of a school | 1.1 Explain the organisational structure of a school |
| | 1.2 Identify the key staff involved in a child's learning | 1.2 Explain the main roles and responsibilities of key staff involved in a child's learning |
| | 1.3 Give examples of how the school day and week is organised | 1.3 Show how the way in which a school day and week is organised supports a child's learning |
| | 1.4 Produce a plan of the layout of a classroom | 1.4 In a plan of a classroom show how the layout can support a child's learning |
| | 1.5 List the ways of communication between the school and parents/carers | 1.5 Explain the different ways of communication between the school and parents/carers |
| 2 Understand the main features of the school curriculum | 2.1 Identify the different subject areas making up the National Curriculum | 2.1 Explain the subjects, levels and programmes of study within the National Curriculum |
| | 2.2 Identify the age ranges for different key stages | 2.2 Give reasons for having a National Curriculum |
| | 2.3 State the different levels of attainment within a key stage | 2.3 Explain the reason for different key stages |
| | 2.4 Identify how attainment can be recorded and reported | 2.4 Explain the different levels of attainment within a key stage |
| | | 2.5 Explain how attainment can be recorded and reported |

| | | |
|--|---|---|
| 3 Be able to support the teacher in a classroom activity | 3.1 List some teaching strategies used within the classroom | 3.1 Explain some of the teaching strategies used within the classroom |
| | 3.2 Identify a range of resources used within the teaching environment | 3.2 Explain a range of resources used within the classroom |
| | 3.3 State ways in which volunteers/support workers can contribute to the teaching and learning in the classroom | 3.3 Explain ways in which volunteers/support workers can contribute to the teaching and learning in the classroom |
| | 3.4 Plan a short activity to be used to support teaching and learning in the classroom | 3.4 Plan and explain a short activity to be used to support teaching and learning in the classroom |
| | 3.5 Identify how the activity can support teaching and learning | 3.5 Explain how the activity can support teaching and learning |
| | 3.6 Identify how successful the activity was at supporting teaching and learning | 3.6 Explain how successful the activity was at supporting teaching and learning |

Indicative Content

School organisation - head teacher, deputy head teacher, teachers, support workers, board of governors, local education authority

Key staff involved in child's learning - teacher, teaching assistant, specialist support workers, learning mentors, parent volunteers

School day and week - length of lessons, organisation of breaks, lunch arrangements, lunch time/after school clubs/activities, breakfast clubs

Layout of classroom - organisation of desks, whiteboards/blackboards, computers, wall displays, children's own space, play/activity areas

Communication with parents - letters, telephone, web site, parents evenings, open days, reports, setting up a meeting with teacher/head teacher

National Curriculum - subjects, programme of study, attainment targets and level descriptors

Key Stages and expected attainment levels at each stage - KS1, KS2, KS3, KS4

Measuring of attainment - SATS, teacher records, formative and summative assessment

Teaching strategies - group work, teacher explanation, storytelling, role play, etc.

Teaching and learning resources e.g. interactive whiteboard, 'house corner', textbooks, library, subject specific resources e.g. music, science, use of outdoor environment as a resource.

UNIT SPECIFICATIONS

Managing Own Money (Entry 3)

Credit Value of Unit: 2

GLH of Unit: 20

Introduction

In this unit the learners will be introduced to the basic elements of managing their personal finances, encouraging them to prepare a personal budget and to carry out transactions capably.

| Learning Outcomes | Assessment Criteria |
|--|--|
| The learner will be able to | The learner can |
| 1 Understand how to plan a personal budget | 1.1 Identify their source(s) of income |
| | 1.2 Identify their key items of expenditure |
| | 1.3 Prepare a straightforward weekly budget plan |
| | 1.4 Identify an appropriate way to save surplus money |
| 2 Know how to carry out transactions | 2.1 Identify two different ways of paying for items |
| | 2.2 Demonstrate paying for an item |
| | 2.3 Use appropriate calculations when paying for items |

Indicative Content

Plan a personal budget

Look at different ways to receive money – this could include Benefits and wages

Discuss at home the types of things money has to be spent on each week or month and make a list.

Understand what a budget is and how it is used to help manage money. Look at the list of household expenditure and list it in order of priority

Find out about how to save money – this could be in spending wisely, bargain hunting or putting money away for the future.

Think about problems that would happen if you spend more than your income

Carrying out transactions

It is possible to use more than just money to pay for things. Find out about different ways to pay for goods and services – this may include a visit to a bank or post office.

Sometimes payment has to be posted to the supplier – consider how this would be done.

Find out about electronic payments and what this means. List occasions when this could be used.

Carry out a role-play with your tutor or the rest of the group where you pay for items.

Calculate change – think about times when you spend money and practice calculating the change.

UNIT SPECIFICATIONS

Managing Own Money (Level 1)

Credit Value of Unit: 2

GLH of Unit: 20

Introduction

In this unit the learners will be introduced to the basic elements of managing their personal finances, encouraging them to prepare a personal budget and to carry out transactions capably.

| Learning Outcomes | | Assessment Criteria | |
|-----------------------------|--|---------------------|--|
| The learner will be able to | | The learner can | |
| 1 | Understand how to plan a personal budget | 1.1 | Prepare a personal budget plan which includes key information on income and expenditure |
| | | 1.2 | Use appropriate calculations when preparing the budget plan |
| 2 | Understand how to manage their personal finances | 2.1 | Identify relevant financial organizations which can provide information on current accounts, savings and loans |
| | | 2.2 | Identify an account to suit their purpose and say why it is appropriate |
| 3 | Know how to carry out transactions | 3.1 | Identify a range of ways in which purchases can be paid for |
| | | 3.2 | Carry out two different types of transaction |
| | | 3.3 | Use appropriate calculations and checking procedures during transactions |

Indicative Content

Personal budget

List a range of income and expenditure items.

Find a way of recording income and expenditure. List household expenditure items in order of priority.

Record the term 'disposable income'. Find out about and list ways to save money. Check your budget using a calculator. Think about problems that would happen if you spend more than your income.

Personal Finance

List sources of information and advice on personal finances

Examine a range of literature on financial products and select the services that are most appropriate to your needs.

Different ways to pay

List different ways to pay for goods and services. Provide an example of a time when each method can be used.

List the key types of information required to pay for things by post or electronically.

Find out about credit and debit cards. List the advantages and disadvantages of using each. Identify ways that you can carry out credit and debit card transactions.

UNIT SPECIFICATIONS

Preparation for Work (Entry 3)

Credit Value of Unit: 2

GLH of Unit: 20

Introduction

In this unit the learner will look at their own skills and qualities in relation to those needed at work and use this to identify key personal information needed for an application for work.

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will be able to | The learner can |
| 1 Understand the skills and qualities needed for working life | 1.1 Describe some personal skills and qualities which employees need |
| | 1.2 Identify how their own skills and qualities compare with the skills and qualities employees need |
| | 1.3 Identify areas for development |
| 2 Investigate personal career opportunities | 2.1 Find out about potential job roles which interest them |
| | 2.2 Identify a suitable potential job role |
| | 2.3 Prepare key personal information needed to apply for the job role |

Indicative Content

Skills and Qualities

List skills and qualities that are needed by most employers

List your personal skills, attributes and achievements. Explain how these would help you in the workplace.

Identify gaps in your experience and think about ways you could develop skills in these areas.

Investigate Personal Career Opportunities

List a number of jobs you would like to try. Consider your personal skills and achievements to see how they would help you get a job. Consider what challenges you may have to overcome to get a job. Make a list of policies that you will find in the workplace to help you.

Complete a job application form or draft a curriculum vitae.

Make a list to show how you would prepare for an interview – this could include checking transport arrangements, thinking what questions may be asked, making sure your clothes are ready.

Have a mock interview.

UNIT SPECIFICATIONS

Preparation for Work (Level 1)

Credit Value of Unit: 2

GLH of Unit: 20

Introduction

In this unit the learner will look at their own skills and qualities in relation to those needed at work and use this to identify key personal information needed for an application for work.

| Learning Outcomes | Assessment Criteria |
|---|---|
| The learner will be able to | The learner can |
| 1 Understand how own skills and qualities relate to those needed for working life | 1.1 Describe personal and employability skills and qualities which employees need 1.2 Describe their own skills, qualities and achievements 1.3 Explain how their own skills, qualities and achievements relate to those needed in the workplace 1.4 Suggest areas for improvement |
| 2 Research personal career opportunities | 2.1 Find out about a range of potential job roles which interest them 2.2 Match their skills, qualities and achievements to a potential job role 2.3 Identify and prepare key information needed for an application or interview |

Indicative Content

Skills and Qualities

List skills and qualities that are needed by most employers

List your personal skills, attributes and achievements. Explain how these would help you in the workplace.

Identify gaps in your experience and think about ways you could develop skills in these areas.

Investigate Personal Career Opportunities

List a number of jobs you would like to try. Consider your personal skills and achievements to see how they would help you get a job. Consider what challenges you may have to overcome to get a job. Make a list of policies that you will find in the workplace to help you.

Complete a job application form or draft a curriculum vitae.

Make a list to show how you would prepare for an interview – this could include checking transport arrangements, thinking what questions may be asked, making sure your clothes are ready.

Have a mock interview.

UNIT SPECIFICATIONS

Keeping a Child Healthy and Safe

Credit Value of Unit: 1

GLH of Unit: 10

Introduction

In this unit the learner will realise all the many factors which contribute to a child being healthy and safe. They will recognise the ways they have helped promote health in their own child and how the child's health could be further improved. The learner will be able to identify some of the common illnesses, injuries and accidents of childhood and know how to treat these. Safety at home and outside will be explored through identifying safety features in own home and how these could be improved.

| Learning Outcomes | Assessment Criteria | |
|--|---|--|
| The learner will be able to | The learner can | |
| | Entry 3 | Level 1 |
| 1 Understand the different factors important in keeping a child healthy and safe | 1.1 Identify some of the factors contributing to keeping a child healthy and safe | 1.1 Outline some of the factors contributing to keeping a child healthy and safe |
| | 1.2 Identify some of the ways that health has been promoted in own child | 1.2 Describe some of the ways that health has been promoted in own child |
| | 1.3 Identify how the child's health could be further improved | 1.3 Describe how the child's health could be further improved |
| 2 Know how to deal with a number of common childhood illnesses, injuries and accidents | 2.1 Identify the signs and symptoms of some of the common childhood illnesses | 2.1 Recognise the signs and symptoms of some of the common childhood illnesses |
| | 2.2 List common childhood injuries and accidents | 2.2 Describe common childhood illnesses, injuries and accidents and how they can be treated |
| | 2.3 Identify how common illnesses, injuries and accidents can be treated | |
| 3 Understand how to keep a child safe in the home and outside environment | 3.1 Outline the safety features present in own home | 3.1 Carry out a risk assessment of the safety of own home identifying safety features and where improvements could be made |
| | 3.2 Outline any improvements that could be made to the safety of own home | 3.2 Describe ways to make a child road safe |
| | 3.3 List ways to make a child road safe | |

Indicative Content

Factors keeping a child healthy and safe – Every Child Matters Framework e.g. free from maltreatment, neglect, violence, sexual exploitation; avoidance of accidental injury or death; free from bullying/discrimination; free from crime; security, stability and cared for; healthy lifestyle; avoidance of illegal drugs; sexual health; mental and emotional health; physical well being

Promoting health in own child e.g. healthy diet; not smoking in home; regular health visitor/doctor check-ups; immunisation; monitoring of growth; dental hygiene

Common childhood illnesses e.g. colds and flu; diarrhoea and vomiting; chicken pox; measles; mumps

Common injuries and accidents e.g. minor skull abrasions; cuts; bumps; nose bleeds, minor burns

Treating common injuries and accidents e.g. importance of good hygiene, use of plasters/bandages; ointments and creams; tablets; minor burns; when to seek professional help

Safety features in own home e.g. safety glass, fire alarms, stair gates, fire guards, water safety

Road Safe e.g. car restraints; helmets for cyclists; teaching child how to cross roads safely

UNIT SPECIFICATIONS

Introduction to Making and Using Story Sacks for Family Learning (Entry 3)

Credit Value of Unit: 2

GLH of Unit: 20

| Learning Outcomes | | Assessment Criteria | |
|-----------------------------|--|---------------------|--|
| The learner will be able to | | The learner can | |
| 1 | Know the purpose and content of story sacks. | 1.1 | Identify the components of a story sack. |
| | | 1.2 | State the purpose of a story sack. |
| 2 | Know how to produce a story sack and contents. | 2.1 | State the main characteristics/features of a story sack. |
| | | 2.2 | Identify a simple game and character for a story sack. |

Indicative Content

In this unit the learner will gain an understanding of the components of a story sack, how they can contribute to a child's development, of early communication skills and how to encourage/support this. The learners will undertake practical activities in identifying literacy skills and plan activities to further develop them.

Story sacks - a bag containing a favourite children's book with supporting materials such as a game, toy, model/doll of main characters and/or objects from story, non-fiction book and craft ideas all related to the contents and main character/theme.

Using story sacks - talk about the story and children's favourite bits, ask children questions about the characters and the plot, retell the story using the models, find out more about the people and places in the story by looking at the non-fiction books, draw a character or model one out, draw a story map of the plot to help with re-telling the story

UNIT SPECIFICATIONS

Making and Using Story Sacks for Family Learning (Level 1)

Credit Value of Unit: 3

GLH of Unit: 27

| Learning Outcomes | | Assessment Criteria | |
|-----------------------------|---|---------------------|---|
| The learner will be able to | | The learner can | |
| 1 | Know the purpose and content of story sacks. | 1.1 | Outline the purpose of story sacks. |
| | | 1.2 | Describe the main components of story sacks. |
| 2 | Be able to produce a story sack and contents. | 2.1 | Identify simple games and characters for inclusion in a story sack. |
| | | 2.2 | Produce a simple story sack and contents. |
| | | 2.3 | Identify the main characteristics/features of the story |
| 3 | Be able to use a story sack. | 3.1 | Tell or read a story to a child using the story sack. |
| 4 | Be able to encourage reading for meaning and comprehension. | 4.1 | Ask a child simple questions whilst using a story sack to promote prediction skills. |
| | | 4.2 | Ask a child simple questions whilst using a story sack to confirm understanding. |
| | | 4.3 | Make a simple link between the illustrations and the written story. |
| 5 | Be able to use prompt cards to develop literacy skills. | 5.1 | Carry out the exercises identified on the prompt card. |
| 6 | Know about sequencing skills. | 6.1 | Help a child to re-tell a story in the correct sequence using the characters/props in the story sack. |
| 7 | Be able to use story sacks to identify language opportunities | 7.1 | Play a game from a story sack with a child |
| | | 7.2 | Identify the opportunities for language development. |
| 8 | Know how to evaluate the use of story sacks. | 8.1 | Describe how a child responded to a story sack. |
| | | 8.2 | Reflect on own experience of using a story sack |

Indicative Content

In this unit the learner will gain an understanding of the components of a story sack, how they can contribute to a child's development, of early communication skills and how to encourage/support this. The learners will undertake practical activities in identifying literacy skills and plan activities to further develop them.

Story sacks - a bag containing a favourite children's book with supporting materials such as a game, toy, model/doll of main characters and/or objects from story, non-fiction book and craft ideas all related to the contents and main character/theme.

Using story sacks - talk about the story and children's favourite bits, ask children questions about the characters and the plot, retell the story using the models, find out more about the people and places in the story by looking at the non-fiction books, draw a character or model one out, draw a story map of the plot to help with re-telling the story

Developing literacy and communication skills: reading for meaning; discuss the characters by asking about them, e.g. 'Who are they?', 'What are they like?', 'Where do they live?' Open questions develop oral and thinking skills in that the child is encouraged to engage in conversation. Child could act out the story with toys or objects; Predicting helps to encourage narrative skills and comprehension - Whilst reading, point out the words with finger, or ask child to; Ask child what letters certain words begin with.

Sequencing is the ability to put the events of a story in the order in which they occurred so the child has greater understanding of the text. Prompt cards have a task or question about the book, they increase engagement and develop comprehension

UNIT SPECIFICATIONS

Sharing Learning Experiences with Children (Level 1)

Credit Value of Unit: 4

GLH of Unit: 36

| Learning Outcomes | Assessment Criteria |
|--|---|
| The learner will be able to | The learner can |
| 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. |
| 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. |

Indicative Content

Know how children learn through play, experience, pleasure in the company of adults and other children, begin to experiment and come to conclusions
 Ways children can use senses; identify senses – sight, smell, sound, touch and taste. Be aware they continue to develop after birth so crucial to stimulate through play activities such as first hand experiences,

- Touch tiny babies -massage and sleeping in lap just because personal touches make him/her feel secure, older children offer a range of textures.
- Sound - With time they start interpreting words and understands the meanings – so talking and rhymes are very important as is the tone of speech.
- Sight - also develops with time; just after birth he can see things in a range of eight to ten inches from their eyes – so hold playthings for them to see and recognise. Start to introduce colour and different objects, use local environment as stimulus
- Taste - Babies explore at most things by putting them inside their mouths. Use clean teething rings for early months moving to developing taste buds by offering a range of foods in small 'taster' portions
- Smell- Smell is the most advanced, out of the five senses, present in babies at the time of birth. Continue to develop by asking the child to identify different smells, again using local environment.

Stories and rhymes – have a recommended list from library and/or internet for appropriate age range. Sensory aids help recognition of sequence and characters – can be puppets, a key object in the story, tapes of sounds in the story, music. They can be introduced as 'real' characters, getting children to join in and shout out familiar words, parts of story, helping the child to relate the story. Encourage by involving the child, asking questions – what will happen next? older children can make aids

Natural world – objects of interest include plants, animals/ pets, real or pictorial. Environments ranging from - walking around the local environment, objects brought in to look at, the garden, the local streets,

shopping, pets, growing plants from seed.

Example of outdoor experience can encourage curiosity by pointing out changes, asking questions, noticing changes on a regular basis and asking child to predict next stage

Local Community – have good knowledge of facilities e.g. walks, parks, play areas, community groups and buildings, swimming baths, libraries

Benefits – social and emotional development as well as cognitive and physical

Examples of above – parks offer physical play but also language development, creativity and thinking skills.

UNIT SPECIFICATIONS

Working with your Child to Develop Literacy Skills (Level 1)

Credit Value of Unit: 3

GLH of Unit: 27

| Learning Outcomes | | Assessment Criteria | |
|-----------------------------|---|---------------------|---|
| The learner will be able to | | The learner can | |
| 1 | Be able to create literacy activities for their child | 1.1 | Give an example of a literacy activity they have created |
| | | 1.2 | Identify the steps taken to create the activity |
| | | 1.3 | Review the activity in relation to an area of child development |
| 2 | Know about the importance of child-led literacy activities | 2.1 | Give an example of a child-led literacy activity |
| | | 2.2 | Identify ways in which children can lead an activity |
| | | 2.3 | Give an example of adult participation in a child-led activity |
| 3 | Know about children's literacy skills and successes | 3.1 | Identify literacy activities that can be undertaken by the child at home |
| | | 3.2 | Identify literacy activities that can be undertaken by the child at school |
| | | 3.3 | Identify skills used and/or shown by the child within these activities |
| | | 3.4 | Describe an activity or situation where they feel the child has demonstrated particular strengths |
| 4 | Know about ways in which achievement in literacy is recorded | 4.1 | Give reasons why it is important to record a child's progress and achievements in literacy |
| | | 4.2 | Identify ways of recording a child's progress and achievements in literacy |
| | | 4.3 | Give examples of records of a child's progress and achievements in literacy |
| | | 4.4 | Record a child's achievements in literacy |
| 5 | Know about the use of positive feedback in the development of literacy skills | 5.1 | Explain what is meant by 'positive feedback' |
| | | 5.2 | Give examples of positive feedback |
| | | 5.3 | Give examples of negative feedback |
| | | 5.4 | Describe an example where they have used positive feedback with their child |

Indicative Content

Literacy activities – range of activities; bookmaking, puppets, rhymes, games, environmental print, mix writing with drawings, party invitations, shopping lists, steps taken to make - materials, age of child, child interests, purpose –, literacy skill to develop linked at age and stage of child.

Development and enjoyment of literacy skills - provide a range of opportunities to recognise print is used to carry meaning, encourage enjoyment of reading, writing and language, read with child; talk and share opinions of stories, visits to library, book shops; word awareness in everyday environment e.g. signs; encourage child to use writing skills, encourage child to suggest activities, use open ended questions, skills – oral language, memory, hand eye co-ordination, reading, writing drawing

Recording literacy - method of charting progress and goal setting, checking for developmental delays, tracking progress against goals and targets, standardised tests. At home more informal but important as using knowledge of child - through logs and diaries, observation, verbal comments

Feedback – feedback is the sharing of specific information about the child's progress in order to help them either continue to develop or to modify the approach Positive feedback serves to sustain good progress offering encouragement, confidence and motivation. Negative or feedback serves to change patterns of learning that is inappropriate or ineffective.

UNIT SPECIFICATIONS

Working with your Child to Develop Numeracy Skills (Level 1)

Credit Value of Unit: 3

GLH of Unit: 27

| Learning Outcomes | | Assessment Criteria | |
|-----------------------------|---|---------------------|---|
| The learner will be able to | | The learner can | |
| 1 | Be able to create numeracy activities for their child | 1.1 | Give an example of a numeracy activity they have created |
| | | 1.2 | Identify the steps taken to create the activity |
| | | 1.3 | Review the activity in relation to an area of child development |
| 2 | Know about the importance of child-led numeracy activities | 2.1 | Give an example of a child-led numeracy activity |
| | | 2.2 | Identify ways in which children can lead an activity |
| | | 2.3 | Give an example of adult participation in a child-led activity |
| 3 | Know about children's numeracy skills and successes | 3.1 | Identify numeracy activities that can be undertaken by the child at home |
| | | 3.2 | Identify numeracy activities that can be undertaken by the child at school |
| | | 3.3 | Identify skills used and/or shown by the child within these activities |
| | | 3.4 | Describe an activity or situation where they feel the child has demonstrated particular strengths |
| 4 | Know about ways in which achievement in numeracy is recorded | 4.1 | Give reasons why it is important to record a child's progress and achievements in numeracy |
| | | 4.2 | Identify ways of recording a child's progress and achievements in numeracy |
| | | 4.3 | Give examples of records of a child's progress and achievements in numeracy |
| | | 4.4 | Record a child's achievements in numeracy |
| 5 | Know about the use of positive feedback in the development of numeracy skills | 5.1 | Explain what is meant by 'positive feedback' |
| | | 5.2 | Give examples of positive feedback |
| | | 5.3 | Give examples of negative feedback |
| | | 5.4 | Describe an example where they have used positive feedback with their child |

Indicative Content

Numeracy activities – range of activities; counting rhymes, number games, environment and shopping lists, recipes, making toys, weights and measures, shape games, estimating games. Steps taken to make - materials, age of child, child interests, purpose numeracy skill to develop linked at age and stage of child.

Development and enjoyment of numeracy skills – provide range of opportunities to encourage a positive attitude in children; give child little problems to do and let them reason things through: encourage child to suggest activities, mathematical language – bigger than, smaller than, measurement activities, books and rhymes with counting activities, sorting activities around the home – colour, size, shape, matching games, construction toys, model making, problem solving activities – how can we?

Recording numeracy – method of charting progress and goal setting, checking for developmental delays, tracking progress against goals and targets, standardised tests. Home more informal but important as using knowledge of child - through logs and diaries, observation, verbal comments

Feedback – feedback is the sharing of specific information about the child's progress in order to help them either continue to develop or to modify the approach Positive feedback serves to sustain good progress offering encouragement, confidence and motivation. Negative or feedback serves to change patterns of learning that is inappropriate or ineffective.

UNIT SPECIFICATIONS

Supporting Your Children’s Literacy and Numeracy Development (Level 1)

Credit Value of Unit: 3

GLH of Unit: 27

| Learning Outcomes | | Assessment Criteria | |
|-----------------------------|--|---------------------|---|
| The learner will be able to | | The learner can | |
| 1 | Know about opportunities to support literacy and numeracy development | 1.1 | Identify how a child can learn about literacy and numeracy skills at home and in the community |
| 2 | Know about planning practical activities to support literacy and numeracy skills | 2.1 | Identify how a learning activity was planned to support a child in literacy or numeracy development |
| 3 | Know about building on past experience when starting new learning | 3.1 | Identify how new learning for a child has depended on previous learning experience |
| 4 | Know the importance of recording progress to support particular curriculum areas | 4.1 | Identify a record kept of a child’s learning |
| | | 4.2 | Demonstrate how progress has been made |

| Indicative Content |
|--|
| <p>Home environment for literacy/numeracy – home can provide opportunities in providing books, games, talking to children, teaching rhymes, providing writing equipment, using number in everyday conversations</p> <p>Planning learning activity – look at resources – paper, pens, pencils, books, painting, numerals, number books, knowing ac selection of rhymes that include numbers giving time and attention to child</p> <p>Past experiences – relate to discussions with child –“remember when?”, repeat activity that child enjoyed, organise activity that extends child’s development from previous one, refer to activities at home and ask child to expand and build on that</p> <p>Recording progress – examples home diary, chart, photographs, school records.</p> |

UNIT SPECIFICATIONS

Supporting Your Children's Literacy and Numeracy Development (Level 2)

Credit Value of Unit: 2

GLH of Unit: 16

| Learning Outcomes | Assessment Criteria |
|---|--|
| The learner will be able to | The learner can |
| 1 Be able to identify opportunities to support literacy and numeracy development | 1.1 Describe opportunities at home and in the community to support literacy development |
| | 1.2 Identify the strengths and weaknesses of each |
| | 1.3 Describe opportunities at home and in the community to support numeracy development |
| | 1.4 Identify the strengths and weaknesses of each |
| 2 Know about planning practical activities to support literacy or numeracy skills | 2.1 Describe how a planned practical activity supports literacy or numeracy skills for a child |
| 3 Know about building on past experience when undertaking new learning | 3.1 Describe an example from own learning when past experience has enabled them to undertake something new |
| | 3.2 Describe how past experience can be used to help a child undertake new learning |
| 4 Know the importance of recording progress to support learning | 4.1 Explain different methods of recording a child's progress in reading, writing and mathematics |
| | 4.2 Describe how such records are important in monitoring progress |

Indicative Content

Home environment for literacy/numeracy – home can provide opportunities in providing books, games, talking to children, teaching rhymes, providing writing equipment, using number in everyday conversations. Strengths – supportive environment, extending learning, enriching child's development, providing stimulating activities at home, weaknesses – too formal, bringing school into home and no respite, parents stressing child, lack of finances, lack of language/numeracy development at home.

Planning learning activity – look at resources – paper, pens, pencils, books, painting, numerals, number books, knowing ac selection of rhymes that include numbers giving time and attention to child. Look at particular child and link to their stage of development.

Own past experiences – look at one in particular and describe impact, good/bad, age and stage, family and school influences

Past experiences – relate to discussions with child – focus on lessons learnt from own experience e.g. encouragement, appropriate setting and task, feeling confident

Recording progress – examples home diary, chart, photographs, and school records. Give details of how recording is documented

Give examples of progress at different entries and comment on development.

UNIT SPECIFICATIONS

Exploring Computers to Support Family Learning (Level 1)

Credit Value of Unit: 2

GLH of Unit: 18

| Learning Outcomes | | Assessment Criteria | |
|-----------------------------|---|---------------------|--|
| The learner will be able to | | The learner can | |
| 1 | Know how computers can be used to support family learning. | 1.1 | List ways in which computers can be used to support family learning |
| 2 | Know about different kinds of software, which can be used to support family learning. | 2.1 | Identify how two of the following can be used to support family learning: a word-processing b databases c spreadsheets d graphics e CD-ROM. |
| 3 | Know about other equipment that can be used with computers. | 3.1 | Identify how other equipment can be used with computers to support family learning, for example, printer, scanner, digital camera. |
| 4 | Know that the Internet can be used as a resource to support family learning. | 4.1 | List ways in which the Internet can be used to support family learning. |
| 5 | Know how e-mail can be used for communication to support family learning. | 5.1 | Give some examples of how e-mail can be used for communication to support family learning. |
| 6 | Review and record learning. | 6.1 | Identify what they have learnt through working with computers in family learning. |

Indicative Content

Computers – Family Learning can include playing computer games, looking up information, visiting/ finding out about attractions online, using email, social networking, join up home and school, children can lead parents learning.

Software – word processing – help with composition, language, spelling and layout; databases able to organise a collection of data – this can offer help in homework tasks using raw data; A spread sheet is an interactive computer application programme for organisation and analysis of information in tabular form – can help with family budgeting; graphics – creating images via computer – families can work on pictorial images together to develop creativity; CD- ROM - CD-ROMs are popularly used to distribute computer software, including games that can be played by the whole family, multimedia applications and music, though any large amounts of data can be stored (up to the capacity limit of a disc) – can be used for family photographs and videos, printer/ scanner/ digital camera– how to connect up, USB cables and ports, recognising specific hardware/software on computer – can be used to print and develop pictorial data, family photos, record important information via scanner

Internet – information, social and family networking,

Emailing – taking place of letter writing, keeping in touch with family members e.g. grandparents

Being able to recognise value of new technology and having fun together in doing so.

UNIT SPECIFICATIONS

Introduction to Creative Activities for Children's Development (Level 1)

Credit Value of Unit: 3

GLH of Unit: 17

| Learning Outcomes | | Assessment Criteria | |
|-----------------------------|--|---------------------|--|
| The learner will be able to | | The learner can | |
| 1 | Know the importance of creative development | 1.1 | Identify why creative development is important to children's learning. |
| 2 | Be able to contribute to children's creative development | 2.1 | List activities that will aid children's creative development |
| | | 2.2 | Contribute to preparing activities for creative development |
| | | 2.3 | Contribute to supporting children to take part in creative activities |
| | | 2.4 | Give children encouragement and praise when taking part in creative activities |
| | | 2.5 | Contribute to maintaining a safe environment |

Indicative Content

Creative development – helps express feelings, think for themselves – be independent, learn by experience, use imagination to understand possibilities in life, realise own ability to make an individual contribution.

Activities include; painting and drawing, model making, domestic play, junk and collage, interest tables, dance, role play, music

Preparation includes space, range of choices – material, music, textures, mediums etc... health and safety considerations

Supporting participation includes encouragement, allowing freedom of choice, asking probing questions if appropriate

Encouragement and praise – acknowledging what is produced is child's own work and is important to that child.

Safe environment – no sharp edges, blunt scissors for very young, clean surfaces, safe height for child, safety information and first aider at hand if appropriate

UNIT SPECIFICATIONS

Musical Activities for Young Children (Level 1)

Credit Value of Unit: 2

GLH of Unit: 18

| Learning Outcomes | Assessment Criteria |
|--|--|
| The learner will be able to | The learner can |
| 1 Know the benefits of musical activities for young children | 1.1 List musical activities suitable for the following aged children: <ul style="list-style-type: none"> ▪ babies under 6 months ▪ young children 1 to 2 years ▪ young children 3 to 5 years. |
| | 1.2 Identify the benefits for the child for each activity listed. |
| 2 Know how to make musical activities or musical games for young children. | 2.1 Describe how to make a musical activity or musical game for young children. |
| | 2.2 Identify the value to young children of chosen musical activity or musical game. |
| | 2.3 Identify the learning that could take place for young children taking part in chosen musical activity or musical game. |

| Indicative Content |
|---|
| <p>Know appropriate musical activities such as</p> <ul style="list-style-type: none"> ▪ rhymes, songs – for all ages ▪ simple musical instruments ranging from rattle, drum and bells for very young children to instruments that require some hand eye co-ordination for older children – triangle, whistles/ recorders, simple stringed instruments <p>Be able to identify such benefits as</p> <ul style="list-style-type: none"> ▪ sound making as a tool to developing speech (from very early age) ▪ join in with a group or person ▪ develop listening skills ▪ learning to start and stop ▪ using other body sounds such as clapping ▪ learning how to hold instruments ▪ controlling breathing and pitch when singing ▪ remembering words and tunes |

UNIT SPECIFICATIONS

Safeguarding the welfare of children and young people (Level 2)

Credit Value of Unit: 3

GLH of Unit: 20

Introduction

In this unit the learner will learn about legislation which contribute to the safeguarding of children and young people. They will recognise the ways they have helped promote health in their own child and how the child's health could be further improved. The learner will be able to identify some of the common illnesses, injuries and accidents of childhood and know how to treat these. Safety at home and outside will be explored through identifying safety features in own home and how these could be improved.

| Learning Outcomes | | Assessment Criteria | |
|-----------------------------|--|---------------------|--|
| The learner will be able to | | The learner can | |
| 1 | Know about legislation , guidelines, policies and procedure for safeguarding the welfare of children of children and young people including e-safety | 1.1 | Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety |
| | | 1.2 | Describe the roles of different agencies involved in safeguarding the welfare of children and young people |
| 2 | Know what to do when children or young people are ill or injured, including emergency procedures. | 2.1 | Identify the signs and symptoms of common childhood illnesses |
| | | 2.2 | Describe the actions to take when children or young people are ill or injured |
| | | 2.3 | Identify circumstances when children and young people might require urgent medical attention |
| | | 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 maybe 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 |

Indicative Content

Identify the current legislation, guidelines, policies and procedure for safeguarding the welfare of children of children and young people including e-safety

Knowledge of recent legislation e.g. Children Act 1989 & 2004. Also refer to the Coalition Government's statutory guidance *Working together to safeguard children (2010)*. Local Safeguarding boards – monitoring all aspects of safeguarding children. Criminal Record Bureau checks

Describe the roles of different agencies.

Ensure participants are aware that safeguarding is everyone's responsibility and all have a role to play, know how and why organisations and individuals work together, effective joint working and clear lines of

accountability

Health - ensure all affected children receive appropriate and timely preventative and therapeutic interventions; Police – sharing information and intelligence; need to be notified as soon as possible in case of criminal offence, or suspected criminal offence Education – create and maintain safe environment; identify welfare concerns; take action to address Early Years – know how to react and respond to safeguarding issues.

Identify signs and symptoms of common children illnesses

Common Cold - Feverish, running nose, aching body, headache, sore throat, cough, **Measles** - May start like a bad cold with lots of catarrh and a temperature. 3-5 days after the rash appears. **Chicken Pox** - fever followed by itchy raw pox or open sore throat **Rubella/German measles** - swollen glands, fever, rash, flaking, dry skin, inflammation of the eyes, nasal congestion, joint pain and swelling. **Mumps** - face pain, neck swelling, fever, headache, sore throat, swelling of the temples or jaw **Meningitis** – headache, neck stiffness and photophobia

Describe the actions to take when children or young people are ill or injured

Illness – most important to listen to child but also follow basic nursing such as temperature checking, increase the amount of fluid, for a fever, pain or discomfort - paracetamol or ibuprofen can help, always follow instructions on packet, encourage the whole family to wash their hands regularly.

Injury – Assess damage, check for bumps bleeding and swelling. Keep wounds clean to avoid infection. Many GP surgeries, minor injury units, walk-in centres and pharmacies are equipped to deal with minor casualties, such as cuts or items trapped in the nose or ear if necessary

Identify circumstances when children and young people might require urgent medical attention

- Vomiting and diarrhoea last longer than 24 hours.
- Signs of dehydration, such as a sunken fontanelle (the soft bit on top of their head), the face and eyes look sunken or they aren't producing wet nappies.
- A change of skin colour, such as becoming pale or mottled
- have a fever and are persistently lethargic despite taking paracetamol or ibuprofen,
- are having difficulty breathing (breathing fast or panting, or very wheezy),
- have severe abdominal pain,
- have a cut that won't stop bleeding or is gaping open,
- have a leg or arm injury that means they can't use the limb,
- have swallowed a poison or tablets.

Describe the actions to take in response to emergency situations including: fire, security incidents, missing children or young people

Always be prepared for emergencies – telephone numbers/ at hand for police, medical centres, GP, local school. Parents and care takers may need to take children to the nearest medical centre or GP. A life-threatening emergency is the type when the victim needs resuscitation, learn basic techniques. Contact local police station as soon as it is determined that the child is missing or has been abducted. Do not delay in reporting. Check areas where child was last seen or may have played. Fire - Alert people in the area of the need to evacuate, Activate the nearest fire alarm, Call 999. Close doors, never enter smoke filled room.

Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

Undertake an initial assessment – listen to the child if appropriate. Take urgent action to prevent harm if necessary. Hold strategy discussion where there are suspicions that a child may be suffering harm. Undertake a CAF (Common assessment Framework)

Identify the characteristics of different types of child abuse

Physical - Has unexplained burns, bites, bruises, broken bones, or black eyes, has fading bruises or other marks noticeable after an absence from school, Seems frightened of the parents and protests or cries when it is time to go home, Shrinks at the approach of adults, Reports injury by a parent or another adult caregiver. **Emotional** – delay/concerns over child's mental health, behaviour, general self-esteem, Shows extremes in behaviour, such as overly compliant or demanding behaviour, extreme passivity, or aggression, reports a lack of attachment to parent. **Sexual** – self harm, inappropriate sexual behaviour, sexually abusive behaviour, depression, loss of self-esteem, runs away, reports nightmares or bed-wetting, This may endure into adulthood. **Neglect** – delay/impairment of growth and intellectual

development, serious impairment of health, low self-esteem, Is frequently absent from school, Begs or steals food or money, Lacks needed medical or dental care, immunisations, or glasses

Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies

Potential contact online from someone who may wish to abuse children. Cyber bullying – torment any time of day or night via email, chat or text, social networks. Children may be at risk because of their own and others online behaviour, such as the personal information they make public. Inappropriate material is available to children online. Young people's privacy can be invaded by aggressive advertising and marketing schemes, that can also negatively impact on their self-image

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 maybe at risk of harm abuse or bullying.

Assess concern, discuss with appropriate manager, refer to appropriate social care person, be aware of child's immediate safety, common assessment framework,

Describe the actions to take in response to concerns that a colleague may be: failing to comply with safeguarding procedure; harming, abusing or bullying a child or young person

Contact relevant person. Allegation be referred immediately to Designated Person for Child Protection, investigated outside organisation, links with social care/police if necessary, speed of action essential.

Describe the principles and boundaries of confidentiality and when to share information

Information on child protection cases will only be shared with those who need it in order to ensure the safety of the children concerned. All records of child protection concerns and referrals are kept in a locked cabinet. Only **one** child protection file will be kept on a child

Summary Record of Achievement

Level 1 Award in Supporting a Child's Learning and Development

| Unit Title | Level | Credit Value | Date completed | Assessor Signature | Internal Verifier Signature (if sampled) |
|---|---------|--------------|----------------|--------------------|--|
| The Role of Family Learning | Entry 3 | 2 | | | |
| The Role of Family Learning | Level 1 | 2 | | | |
| Keeping up with your Child (Literacy) | Entry 3 | 1 | | | |
| Keeping up with your Child (Literacy) | Level 1 | 1 | | | |
| Keeping up with your Child (Numeracy) | Entry 3 | 1 | | | |
| Keeping up with your Child (Numeracy) | Level 1 | 1 | | | |
| Learning Together (Healthy Living, Healthy Eating) | Entry 3 | 2 | | | |
| Learning Together (Healthy Living, Healthy Eating) | Level 1 | 2 | | | |
| Learning Together (Carrying out an Activity) | Entry 3 | 2 | | | |
| Learning Together (Carrying out an Activity) | Level 1 | 2 | | | |
| Developing Early Literacy, Language and Numeracy Skills | Entry 3 | 1 | | | |
| Developing Early Literacy, Language and Numeracy Skills | Level 1 | 1 | | | |
| Supporting a Child's Learning in School | Entry 3 | 2 | | | |
| Supporting a Child's Learning in School | Level 1 | 2 | | | |
| Managing Own Money | Entry 3 | 2 | | | |

| | | | | | |
|--|---------|---|--|--|--|
| Managing Own Money | Level 1 | 2 | | | |
| Preparation for Work | Entry 3 | 2 | | | |
| Preparation for Work | Level 1 | 2 | | | |
| Keeping a Child Healthy and Safe | Entry 3 | 1 | | | |
| Keeping a Child Healthy and Safe | Level 1 | 1 | | | |
| Introduction to Making and Using Story Sacks for Family Learning | Entry 3 | 2 | | | |
| Making and Using Story Sacks for Family Learning | Level 1 | 3 | | | |
| Sharing Learning Experiences with Children | Level 1 | 4 | | | |
| Working with your Child to Develop Literacy Skills | Level 1 | 3 | | | |
| Working with your Child to Develop Numeracy Skills | Level 1 | 3 | | | |
| Supporting your Children's Literacy and Numeracy Development | Level 1 | 3 | | | |
| Exploring Computers to Support Family Learning | Level 1 | 2 | | | |
| Introduction to Creative Activities for Children's Development | Level 1 | 3 | | | |
| Musical Activities for Young Children | Level 1 | 2 | | | |
| Supporting your Children's Literacy and Numeracy Development | Level 2 | 2 | | | |
| Safeguarding the Welfare of Children and Young People | Level 2 | 3 | | | |

Learner Name _____

Minimum Credit Value of Qualification: 6

Minimum Credit Value at Level being Claimed _____

Level Claimed _____

Total Credit Value at Level being claimed _____

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 2

Tracking Sheet

The Role of Family Learning (Entry 3)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Identify own role in supporting a child's learning | | | | |
| 1.2 Identify the role of others in a child's learning | | | | |
| 2.1 State the factors which contribute to a child's learning | | | | |
| 2.2 State some ways that family learning can help raise the achievement of a child | | | | |
| 3.1 List some daily activities on which children learn | | | | |
| 3.2 Suggest ways in which parents/carers can encourage learning through daily activities | | | | |
| 4.1 Give examples of situations in which it is important to listen to a child | | | | |
| 4.2 Give an example of when choice may be offered to a child | | | | |
| 4.3 Give an example of positive reinforcement | | | | |
| 5.1 State own learning preferences | | | | |
| 5.2 Produce a portfolio of work demonstrating basic organisational features | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Keeping up with your Child - Numeracy (Entry 3)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Identify current approaches for teaching and learning of numeracy | | | | |
| 1.2 Give a basic outline of Mathematics in the National Curriculum | | | | |
| 1.3 List common numeracy terms used in the teaching of numeracy | | | | |
| 2.1 Give an example of how the parent/carer can help a child develop numeracy skills | | | | |
| 2.2 Plan an activity which will help a child develop numeracy skills | | | | |
| 2.3 State how the activity promotes the development of numeracy skills | | | | |
| 3.1 Identify own strengths and weaknesses in relation to numeracy skills | | | | |
| 3.2 Identify further learning opportunities for progression | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Learning Together (Healthy Living, Healthy Eating) (Entry 3)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 List some of the lifestyle factors that may affect health | | | | |
| 1.2 Give examples of how these factors may affect health | | | | |
| 2.1 Identify the foods which make a positive contribution to a healthy diet | | | | |
| 2.2 Identify the foods to have in moderation or to limit in order to have a healthy diet | | | | |
| 2.3 Take a one-day diet history of a child | | | | |
| 2.4 Suggest ways in which the child's diet could be improved | | | | |
| 2.5 Give examples of how poor diet may contribute to poor health | | | | |
| 3.1 Give examples of some of the benefits of exercise to children and adults | | | | |
| 3.2 Take a three-day's activity diary of a child | | | | |
| 3.3 Suggest ways of increasing exercise levels in everyday life | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Learning Together (Carrying out an Activity) (Entry 3)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 List a number of activities that can support a child's development and learning | | | | |
| 1.2 Give an example of an appropriate activity for a particular stage of child development | | | | |
| 1.3 State how the activity can encourage a child's development and learning | | | | |
| 2.1 Select an appropriate activity to carry out with a known child | | | | |
| 2.2 Identify the resources needed to carry out the activity | | | | |
| 2.3 Identify any safety considerations in carrying out the activity | | | | |
| 2.4 Identify how to initiate, manage and maintain the activity | | | | |
| 2.5 Identify how the activity encouraged learning and the skills developed | | | | |
| 2.6 Identify how the activity could be improved to encourage further learning | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Developing Early Literacy, Language and Numeracy Skills (Entry 3)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 List the four themes of the Early Years Foundation Stage | | | | |
| 2.1 List a number of activities that can develop early literacy and language skills | | | | |
| 2.2 List a number of activities that can develop numeracy skills | | | | |
| 3.1 State the play activity to be carried out with the child | | | | |
| 3.2 Produce at least one resource to support the learning during the play activity | | | | |
| 3.3 Give examples of how the play activity encouraged learning and what skills their child developed | | | | |
| 3.4 State which Early Years Foundation Stage theme their play activity links to | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Supporting a Child's Learning in School (Entry 3)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|---|-------------------|------------------|---------------------|-----------------|
| 1.1 State the basic organisational structure of a school | | | | |
| 1.2 Identify the key staff involved in a child's learning | | | | |
| 1.3 Give examples of how the school day and week is organised | | | | |
| 1.4 Produce a plan of the layout of a classroom | | | | |
| 1.5 List the ways of communication between the school and parents/carers | | | | |
| 2.1 Identify the different subject areas making up the National Curriculum | | | | |
| 2.2 Identify the age ranges for different key stages | | | | |
| 2.3 Stage the different levels of attainment within a key stage | | | | |
| 2.4 Identify how attainment can be recorded and reported | | | | |
| 3.1 List some teaching strategies used within the classroom | | | | |
| 3.2 Identify a range of resources used within the teaching environment | | | | |
| 3.3 State ways in which volunteers/support workers can contribute to the teaching and learning in the classroom | | | | |
| 3.4 Plan a short activity to be used to support teaching and learning in the classroom | | | | |
| 3.5 Identify how the activity can support teaching and learning | | | | |
| 3.6 Identify how successful the activity was at supporting teaching and learning | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Managing Own Money (Entry 3)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Identify their source(s) of income | | | | |
| 1.2 Identify their key items of expenditure | | | | |
| 1.3 Prepare a straightforward weekly budget plan | | | | |
| 1.4 Identify an appropriate way to save surplus money | | | | |
| 2.1 Identify two different ways of paying for items | | | | |
| 2.2 Demonstrate paying for an item | | | | |
| 2.3 Use appropriate calculations when paying for items | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Preparation for Work (Entry 3)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Describe some personal skills and qualities which employees need | | | | |
| 1.2 Identify how their own skills and qualities compare with the skills and qualities employees need | | | | |
| 1.3 Identify areas for development | | | | |
| 2.1 Find out about potential job roles which interest them | | | | |
| 2.2 Identify a suitable job role | | | | |
| 2.3 Prepare key personal information needed to apply for the job role | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Introduction to Making and Using Story Sacks for Family Learning (Entry 3)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Identify the components of a story sack. | | | | |
| 1.2 State the purpose of a story sack. | | | | |
| 2.1 State the main characteristics/features of a story sack. | | | | |
| 2.2 Identify a simple game and character for a story sack. | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

The Role of Family Learning (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Outline own role in supporting a child's learning | | | | |
| 1.2 Outline the role of others in a child's learning | | | | |
| 2.1 Outline the factors contributing to a child's learning and how these can be used to determine approaches to learning | | | | |
| 2.2 Outline the importance of family learning to the family as a whole | | | | |
| 2.3 Describe how family learning can help raise the achievement of a child | | | | |
| 3.1 Describe the learning that takes place in a range of daily activities | | | | |
| 3.2 Describe ways in which parents/carers can encourage learning through daily activities | | | | |
| 4.1 Describe some situations in which it is important to listen to a child and how this encourages a child's development | | | | |
| 4.2 Describe some choices that may be offered to a child and how this encourages a child's development | | | | |
| 4.3 Describe with examples positive reinforcement and how this encourages a child's development | | | | |
| 5.1 Describe own learning preferences and how these may be used to develop learning | | | | |
| 5.2 Produce a well organised and structured portfolio of work. | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Keeping up with your Child - Literacy (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Describe the current approaches to teaching and learning of literacy | | | | |
| 1.2 Give an outline of English in the National Curriculum | | | | |
| 1.3 Produce a glossary of common literacy terms used in the teaching of literacy | | | | |
| 2.1 Give an example of how the parent/carer can help a child develop literacy skills | | | | |
| 2.2 Plan an activity which will help a child develop literacy skills | | | | |
| 2.3 State how the activity promotes the development of literacy skills | | | | |
| 3.1 Outline own strengths and weaknesses in relation to literacy skills | | | | |
| 3.2 Identify further learning opportunities for progression | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Keeping up with your Child - Numeracy (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Describe the current approaches for teaching and learning of numeracy | | | | |
| 1.2 Give an outline of Mathematics in the National Curriculum | | | | |
| 1.3 Produce a glossary of common numeracy terms used in the teaching of numeracy | | | | |
| 2.1 Give examples of how the parent/carer can help a child develop their numeracy skills | | | | |
| 2.2 Plan an activity which will help a child develop their numeracy skills | | | | |
| 2.3 Describe the way in which the activity promotes the development of numeracy skills | | | | |
| 3.1 Outline own strengths and weaknesses in relation to numeracy skills | | | | |
| 3.2 Identify further learning opportunities for progression | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Learning Together (Healthy Living, Healthy Eating) (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Describe how lifestyle factors may affect health | | | | |
| 2.1 Describe the balance of foods needed in order to have a healthy diet | | | | |
| 2.2 Outline the role of different food groups in a healthy diet | | | | |
| 2.3 Take a one-day diet history of a child | | | | |
| 2.4 Show how the child's diet could be improved, giving reasons for your suggestions | | | | |
| 2.5 Outline how poor diet may contribute to poor health | | | | |
| 3.1 Outline the benefits of exercise to children and adults | | | | |
| 3.2 Take a three-days activity diary of a child | | | | |
| 3.3 Outline ways in which exercise levels can be increased in everyday life. | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Learning Together (Carrying out an Activity) (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Outline appropriate activities for the main stages of child development | | | | |
| 1.2 For each activity outline the ways in which it encourages a child's learning and development | | | | |
| 2.1 Choose an appropriate activity to carry out with a known child, giving reasons for choice | | | | |
| 2.2 Choose the resources needed to carry out the activity | | | | |
| 2.3 Outline any safety considerations in carrying out the activity | | | | |
| 2.4 Outline how to initiate, manage and maintain the activity | | | | |
| 2.5 Explain how the activity encouraged learning and the skills developed | | | | |
| 2.6 Explain how the activity could be improved to encourage further learning | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Developing Early Literacy, Language and Numeracy Skills (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Explain the four themes of the Early Years Foundation Stage | | | | |
| 2.1 Explain how a number of play activities can encourages a child's early literacy and language development | | | | |
| 2.2 Explain how a number of play activities can encourage a child's early numeracy development | | | | |
| 3.1 Outline the play activity to be carried out with the child, giving reasons for the choice | | | | |
| 3.2 Produce at least one resource to support learning during the play activity | | | | |
| 3.3 Outline how the resource and play activity encouraged literacy, language and/or numeracy learning | | | | |
| 3.4 Explain how successful the play activity was at promoting literacy, language and/or numeracy development and how it could be improved. | | | | |
| 3.5 Explain how their play activity links to an Early Years Foundation Stage theme. | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Supporting a Child's Learning in School (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|---|-------------------|------------------|---------------------|-----------------|
| 1.1 Explain the organisational structure of a school | | | | |
| 1.2 Explain the main roles and responsibilities of key staff involved in a child's learning | | | | |
| 1.3 Show how the way in which a school day and week is organised supports a child's learning | | | | |
| 1.4 In a plan of a classroom show how the layout can support a child's learning | | | | |
| 1.5 Explain the different ways of communication between the school and parents/carers | | | | |
| 2.1 Explain the subjects, levels and programmes of study within the National Curriculum | | | | |
| 2.2 Give reasons for having a National Curriculum | | | | |
| 2.3 Explain the reason for different key stages | | | | |
| 2.4 Explain the different levels of attainment within a key stage | | | | |
| 2.5 Explain how attainment can be recorded and reported | | | | |
| 3.1 Explain some of the teaching strategies used within the classroom | | | | |
| 3.2 Explain a range of resources used within the classroom | | | | |
| 3.3 Explain ways in which volunteers/support workers can contribute to the teaching and learning in the classroom | | | | |
| 3.4 Plan and explain a short activity to be used to support learning in the classroom | | | | |
| 3.5 Explain how the activity can support teaching and learning | | | | |
| 3.6 Explain how successful the activity was at supporting teaching and learning | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Managing own Money (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Prepare a personal budget plan which includes key information on income and expenditure | | | | |
| 1.2 Use appropriate calculations when preparing the budget plan | | | | |
| 2.1 Identify relevant financial organizations which can provide information on current accounts, savings and loans | | | | |
| 2.2 Identify an account to suit their purpose and say why it is appropriate | | | | |
| 3.1 Identify a range of ways in which purchases can be paid for | | | | |
| 3.2 Carry out two different types of transactions | | | | |
| 3.3 Use appropriate calculations and checking procedures during transactions | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Preparation for Work (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Describe personal and employability skills and qualities which employees need | | | | |
| 1.2 Describe their own skills, qualities and achievements | | | | |
| 1.3 Explain how their own skills, qualities and achievements relate to those needed in the workplace | | | | |
| 1.4 Suggest areas for improvement | | | | |
| 2.1 Find out about a range of potential job roles which interest them | | | | |
| 2.2 Match their skills, qualities and achievements to a potential job role | | | | |
| 2.3 Identify and prepare key information needed for an application or interview | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Making and Using Story Sacks for Family Learning (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|---|-------------------|------------------|---------------------|-----------------|
| 1.1 Outline the purpose of story sacks. | | | | |
| 1.2 Describe the main components of story sacks. | | | | |
| 2.1 Identify simple games and characters for inclusion in a story sack. | | | | |
| 2.2 Produce a simple story sack and contents. | | | | |
| 2.3 Identify the main characteristics/features of the story. | | | | |
| 3.1 Tell or read a story to a child using the story sack. | | | | |
| 4.1 Ask a child simple questions whilst using a story sack to promote prediction skills. | | | | |
| 4.2 Ask a child simple questions whilst using a story sack to confirm understanding. | | | | |
| 4.3 Make a simple link between the illustrations and the written story. | | | | |
| 5.1 Carry out the exercises identified on the prompt card | | | | |
| 6.1 Help a child to re-tell a story in the correct sequence using the characters/props in the story sack. | | | | |
| 7.1 Play a game from a story sack with a child | | | | |
| 7.2 Identify the opportunities for language development. | | | | |
| 8.1 Describe how a child responded to a story sack. | | | | |
| 8.2 Reflect on own experience of using a story sack. | | | | |

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Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Sharing Learning Experiences with Children (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|---|-------------------|------------------|---------------------|-----------------|
| 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. | | | | |
| 2.1 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. | | | | |
| 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. | | | | |
| 4.1 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. | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Working with your Child to Literacy Skills (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|---|-------------------|------------------|---------------------|-----------------|
| 1.1 Give an example of a literacy activity they have created | | | | |
| 1.2 Identify the steps taken to create the activity | | | | |
| 1.3 Review the activity in relation to an area of child development | | | | |
| 2.1 Give an example of a child-led literacy activity | | | | |
| 2.2 Identify ways in which children can lead an activity | | | | |
| 2.3 Give an example of adult participation in a child-led activity | | | | |
| 3.1 Identify literacy activities that can be undertaken by the child at home | | | | |
| 3.2 Identify literacy activities that can be undertaken by the child at school | | | | |
| 3.3 Identify skills used/or shown by the child within these activities | | | | |
| 3.4 Describe an activity or situation where they feel the child has demonstrated particular strengths | | | | |
| 4.1 Give reasons why it is important to record a child's progress and achievements in literacy | | | | |
| 4.2 Identify ways of recording a child's progress and achievements in literacy | | | | |
| 4.3 Give examples of records of a child's progress and achievements in literacy | | | | |
| 4.4 Record a child's achievements in literacy | | | | |
| 5.1 Explain what is meant by 'positive feedback' | | | | |
| 5.2 Give examples of positive feedback | | | | |
| 5.3 Give examples of negative feedback | | | | |
| 5.4 Describe an example where they have used positive feedback with their child | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Working with your Child to Numeracy Skills (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|---|-------------------|------------------|---------------------|-----------------|
| 1.1 Give an example of a numeracy activity they have created | | | | |
| 1.2 Identify the steps taken to create the activity | | | | |
| 1.3 Review the activity in relation to an area of child development | | | | |
| 2.1 Give an example of child-led numeracy activity | | | | |
| 2.2 Identify ways in which children can lead an activity | | | | |
| 2.3 Give an example of adult participation in a child-led activity | | | | |
| 3.1 Identify numeracy activities that can be undertaken by the child at home | | | | |
| 3.2 Identify numeracy activities that can be undertaken by the child at school | | | | |
| 3.3 Identify skills used and/or shown by the child within these activities | | | | |
| 3.4 Describe an activity or situation where they feel the child has demonstrated particular strengths | | | | |
| 4.1 Give reasons why it is important to record a child's progress and achievements in numeracy | | | | |
| 4.3 Give examples of records of a child's progress and achievements in numeracy | | | | |
| 4.4 Record a child's achievement in numeracy | | | | |
| 5.1 Explain what is meant by 'positive feedback' | | | | |
| 5.2 Give examples of positive feedback | | | | |
| 5.3 Give examples of negative feedback | | | | |
| 5.4 Describe an example where they have used positive feedback with their child | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Supporting Your Children's Literacy and Numeracy Development (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|---|-------------------|------------------|---------------------|-----------------|
| 1.1 Identify how a child can learn about literacy and numeracy skills at home and in the community | | | | |
| 2.1 Identify how a learning activity was planned to support a child in literacy or numeracy development | | | | |
| 3.1 Identify how new learning for a child has depended on previous learning experience | | | | |
| 4.1 Identify a record kept of a child's learning | | | | |
| 4.2 Demonstrate how progress has been made | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Exploring Computers to Support Family Learning (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 List ways in which computers can be used to support family learning | | | | |
| 2.1 Identify how two of the following can be used to support family learning: a word processing b databases c spreadsheets d graphics e CD-ROM. | | | | |
| 3.1 Identify how other equipment can be used with computers to support family learning, for example, printer, scanner, digital camera. | | | | |
| 4.1 List ways in which the Internet can be used to support family learning. | | | | |
| 5.1 Give some examples of how e-mail can be used for communication to support family learning. | | | | |
| 6.1 Identify what they have learnt through working with computers in family learning. | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Introduction to Creative Activities for Children's Development (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Identify why creative development is important to children's learning | | | | |
| 2.1 List activities that will aid children's creative development | | | | |
| 2.2 Contribute to preparing activities for creative development | | | | |
| 2.3 contribute to supporting children to take part in creative activities | | | | |
| 2.4 Give children encouragement and praise when taking part in creative activities | | | | |
| 2.5 Contribute to maintaining a safe environment | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Musical Activities for Young Children (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 List musical activities suitable for the following aged children: <ul style="list-style-type: none"> ▪ babies under 6 months ▪ young children 1 to 2 years ▪ young children 3 to 5 years. | | | | |
| 1.2 Identify the benefits for the child for each activity listed. | | | | |
| 2.1 Describe how to make a musical activity or musical game for young children. | | | | |
| 2.2 Identify the value to young children of chosen musical activity or musical game. | | | | |
| 2.3 Identify the learning that could take place for young children taking part in chosen musical activity or musical game. | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Supporting Your Children's Literacy and Numeracy Development (Level 2)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Describe opportunities at home and in the community to support literacy development | | | | |
| 1.2 Identify the strengths and weaknesses of each | | | | |
| 1.3 Describe opportunities a home and in the community to support numeracy development | | | | |
| 1.4 Identify the strengths and weaknesses of each | | | | |
| 2.1 Describe how a planned practical activity supports literacy or numeracy skills for a child | | | | |
| 3.1 Describe an example from own learning when past experience has enabled them to undertake something new | | | | |
| 3.2 Describe how past experience can be used to help a child undertake new learning | | | | |
| 4.1 Explain different methods of recording a child's progress in reading, writing and mathematics | | | | |
| 4.2 Describe how such records are important in monitoring progress | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Safeguarding the welfare of children and young people (Level 2)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety | | | | |
| 1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people | | | | |
| 2.1 Identify the signs and symptoms of common childhood illnesses | | | | |
| 2.2 Describes the actions to take when children or young people are ill or injured | | | | |
| 2.3 Identify circumstances when children and young people might require urgent medical attention | | | | |
| 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 | | | | |
| 3.1 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 maybe 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 | | | | |
|---|--|--|--|--|

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

The Role of Family Learning (Level 1)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Outline own role in supporting a child's learning | | | | |
| 1.2 Outline the role of others in a child's learning | | | | |
| 2.1 Outline the factors contributing to a child's learning and how these can be used to determine approaches to learning | | | | |
| 2.2 Outline the importance of family learning to the family as a whole | | | | |
| 2.3 Describe how family learning can help raise the achievement of a child | | | | |
| 3.1 Describe the learning that takes place in a range of daily activities | | | | |
| 3.2 Describe ways in which parents/carers can encourage learning through daily activities | | | | |
| 4.1 Describe some situations in which it is important to listen to a child and how this encourages a child's development | | | | |
| 4.2 Describe some choices that may be offered to a child and how this encourages a child's development | | | | |
| 4.3 Describe with examples positive reinforcement and how this encourages a child's development | | | | |
| 5.1 Describe own learning preferences and how these may be used to develop learning | | | | |
| 5.2 Produce a well organised and structured portfolio of work. | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Keeping up with your Child - Literacy (Entry 3)

| Criteria | Assessment Method | Evidence Details | Portfolio Reference | Completion Date |
|--|-------------------|------------------|---------------------|-----------------|
| 1.1 Identify current approaches to teaching and learning of literacy | | | | |
| 1.2 Give a basic outline of English in the National Curriculum | | | | |
| 1.3 List common literacy terms used in the teaching of literacy | | | | |
| 2.1 Give an example of how the parent/carer can help a child develop literacy skills | | | | |
| 2.2 Plan an activity which will help a child develop literacy skills | | | | |
| 2.3 State how the activity promotes the development of literacy skills | | | | |
| 3.1 Identify own strengths and weaknesses in relation to literacy skills | | | | |
| 3.2 Identify further learning opportunities for progression | | | | |

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____