

# **Pearson BTEC Level 1 Certificate/Extended Certificate/Diploma in Exploring the Caring Sectors Specification**

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These qualifications were previously entitled:

Pearson BTEC Level 1 Certificate in Exploring the Caring Sectors (QCF)

Pearson BTEC Level 1 Extended Certificate in Exploring the Caring Sectors (QCF)

Pearson BTEC Level 1 Diploma in Exploring the Caring Sectors (QCF)

The QNs remain unchanged.

This specification is Issue 2. Key changes are listed in the summary table on next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

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## Summary of Pearson BTEC Level 1 Certificate/Extended Certificate/Diploma in Exploring the Caring Sectors specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 8
QCF references removed from unit titles and unit levels in all units	Section 9
Guided learning definition updated	Section 9

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



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## Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.



# 1 Introducing Pearson BTEC Level 1 qualifications in Exploring Vocational Sectors

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. BTECs also provide progression routes to the next stage of education or to employment.

## What are Pearson BTEC qualifications?

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BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist qualifications

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## What are Pearson BTEC Level 1 qualifications in Exploring Vocational Sectors?

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These qualifications are primarily aimed at learners aged 14-16, particularly those who need the opportunity to explore vocational progression opportunities. We also anticipate that these qualifications will be of interest to learners aged 16+ and so the qualifications have been designed to meet the recommendations of the Department for Education's *Study Programmes for 16–19 year olds*

These qualifications aim to:

- provide a clear and transparent progression route to Level 2 qualification options
- help learners to make the step to Level 2 qualifications by:
  - mapping content from Level 1 to Level 2 BTEC First qualifications
  - recognising learner need and providing personal development to aid progression
- introduce learners to a range of employment opportunities within a related vocational cluster
- engage learners in learning by providing stimulating experiences reflecting their personal interests and aspirations
- recognise the need to give learners enhanced opportunities to try out career choices, enabling them to make well-informed choices on vocational options at an early age
- provide broad and substantial experience of vocational learning
- provide a balance of flexibility to meet individual need but enough structure to ensure quality of provision and delivery to learners.

Learners achieving these qualifications will benefit by gaining:

- a heightened awareness of employment opportunities
- an improved understanding of entry requirements, and progression paths
- increased engagement and achievement through flexible use of the qualifications to create an alternative curriculum, for example:
  - learners could take the qualification at the beginning of a study programme followed by progression to a more specific vocational programme
  - the qualifications could be taken by learners whose main focus is on developing their personal and social development skills and functional skills
- clear progression routes to Level 2 vocational qualifications in manageable steps, through clear links to content of Level 2 units.

It is intended that a suite of Pearson BTEC Level 1 qualifications in Exploring Vocational Sectors will be developed, broadly covering different vocational areas.

## Stakeholder support

Schools and colleges were consulted through in-depth research and focus groups during the development of these qualifications. Our respondents were particularly keen that the qualifications in the Pearson BTEC Level 1 Exploring Vocational Sectors suite should enable learners to study them alongside core GCSEs and to progress to Level 2. We have responded to stakeholder requests in the design of the qualifications by ensuring that:

- Level 2 units are included to stretch and challenge learners and to help to bridge the gap between Level 1 and Level 2 qualifications
- the themed sector pathway of the qualifications provide a stimulating structure with connected units but does not limit and constrain
- employability skills, such as enterprise, research and project skills and working with others are covered in optional units, to enable learners to progress
- functional skills mapping is included in *Annexe A* to help teachers and tutors in the classroom
- the qualifications are of sizes suitable for inclusion in study programmes.

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Certificate in Exploring the Caring Sectors
Qualification Number (QN)	601/0720/0
Date registrations can be made	1st September 2013
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	14
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	140
Guided learning hours	120
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i> )

Qualification title	Pearson BTEC Level 1 Extended Certificate in Exploring the Caring Sectors
Qualification Number (QN)	601/0550/1
Date registrations can be made	1st September 2013
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	27
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	270
Guided learning hours	230
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i> )

<b>Qualification title</b>	<b>Pearson BTEC Level 1 Diploma in Exploring the Caring Sectors</b>
Qualification Number (QN)	601/0549/5
Date registrations can be made	1st September 2013
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	37
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	370
Guided learning hours	310
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i> )

## Qualification title and Qualification Number

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *UK Information Manual* on our website, [www.qualifications.pearson.com](http://www.qualifications.pearson.com)



# 3 Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in Exploring the Caring Sectors

## Objectives of the qualifications

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### Aims

The specific aims of the Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in Exploring the Caring Sectors are to:

- provide a flexible and challenging programme of study related to the caring sectors that is suited to learners who have the general interest and aptitude to progress to further study
- broaden and deepen learners' understanding of careers in healthcare, social care and children's services
- provide a broad and balanced programme of study through the core unit that develops knowledge and understanding relevant to the caring sectors as a whole
- allow learners to develop their personal and employability skills through the provision of a broad range of optional units
- provide opportunities for the development of transferable skills related to study and vocational application that provide a platform for success
- support informed progression to Level 2 qualifications in health, social care or children's services sectors
- give learners the potential opportunity to progress to employment, in due course, in a range of job roles in the caring sectors.

### Core unit

The core unit in this qualification ensures that all learners will develop:

- knowledge and understanding of the scope of health, social care and children's services sectors
- an understanding of how the sectors support the health, development and wellbeing of individuals across the life stages
- an understanding of care values and the range of job roles available in each sector.

### Optional units

The optional units offer centres the flexibility to personalise the programme to meet a wide range of learner needs. These units may be selected to:

- give learners the opportunity to gain knowledge and understanding in more specialist areas of interest
- develop personal learning skills, for example by developing the skills and qualities needed when working in a team or developing entrepreneurial and enterprise skills.

## Assessment approach

The Pearson BTEC Level 1 qualifications in Exploring the Caring Sectors are internally assessed and externally quality assured.

## Progression opportunities

The Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in Exploring the Caring Sectors support progression to Level 2 qualifications by allowing learners to study personal and employability skills units at Level 2 in this qualification.

The Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in Exploring the Caring Sectors provide the knowledge, skills and understanding for Level 1 learners to progress to:

- other Level 1 vocational qualifications and related competence-based qualifications for the health and social care sector, for example the Pearson BTEC Level 1 Award in Preparing to Work in Adult Social Care
- Level 2 vocational qualifications, such as Pearson BTEC Level 1/Level 2 First Award, Certificate, Extended Certificate or Diploma in Health and Social Care or Children's Play, Learning and Development
- related Level 2 academic qualifications, such as the Pearson Edexcel GCSE in Health and Social Care.

## Developing English and Mathematical skills

Throughout the Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in Exploring the Caring Sectors, learners will have the opportunity to develop and practise their English and Maths skills.

Learners can develop, for example:

- speaking and listening skills through units such as *Unit 4: Communication with Adults and Children in Health and Social Care* and *Unit 13: Valuing Children as Individuals*
- reading skills through units such as *Unit 10: Developing Communication and Literacy with Children*
- writing skills through units such as: *Unit 24: Carrying out an Individual Project* where learners will work independently to plan and carry out a research project
- mathematical skills through units such as *Unit 24: Carrying out an Individual Project*, *Unit 16: Planning an Enterprise Activity* and *Unit 17: Running an Enterprise Activity* where products or services need to be costed and sold.

The specification also includes mapping to English and Mathematics Functional Skills, see *Annexe A*.

## Developing employability skills

Throughout the Pearson BTEC Level 1 Certificate, Extended Certificate and Diploma in Exploring the Caring Sectors learners will develop a range of personal and employability skills through working with peers and in carrying out work-related activities.

Learners can develop for example:

- project-/self-management and independent-learning skills through units such as *Unit 25: Carrying out an Individual Project* and *Unit 22: Self-management Skills*
- teamwork and interpersonal skills through units such as *Unit 6: Creative Activities for Children*, *Unit 7: Creative and Leisure Activities for Adults in Health and Social Care*, *Unit 23: Working in a Team* and *Unit 20: Learning from Colleagues and Other Learners*
- enterprise and entrepreneurial skills, through *Unit 16: Planning an Enterprise Activity* and *Unit 17: Running an Enterprise Activity*.

## 4 Qualification structures

### Pearson BTEC Level 1 Certificate in Exploring the Caring Sectors

Learners will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	14
Number of credits from Group 1 that <b>must</b> be achieved	4
Number of credits from Group 2 that <b>must</b> be achieved	8
Number of credits from Group 3 that <b>must</b> be achieved	2

Unit	Unit reference number	Group 1: Mandatory unit	Level	Credit	Guided learning hours
1	M/505/2968	Introduction to the Caring Sectors	1	4	40
Unit	Unit reference number	Group 2: Optional units Learners are advised to choose units from both the health and social care and children's services sectors	Level	Credit	Guided learning hours
2	T/501/7221	Health and Social Care Needs	1	4	30
3	H/504/9145	Personal Care in Health and Social Care	1	4	30
4	Y/501/7227	Communication with Adults and Children in Health and Social Care	1	4	30
5	R/501/7226	Promoting Healthy Eating in Care*	1	4	30
6	F/501/7223	Creative Activities for Children	1	4	30
7	L/501/7225	Creative and Leisure Activities for Adults in Health and Social Care	1	4	30
8	Y/502/3383	Learning Experiences for Young Children	1	4	30
9	F/502/3376	Encouraging Children to Eat Healthily*	1	4	30
10	K/503/5523	Developing Communication and Literacy with Children	1	4	40
11	R/502/3382	Physical Activities for Children	1	4	30
12	T/502/3374	Planning for the Physical and Emotional Care Needs of Children	1	4	30

Unit	Unit reference number	Group 2: Optional units Learners are advised to choose units from both the health and social care and children's services sectors	Level	Credit	Guided learning hours
13	L/502/3378	Valuing Children as Individuals	1	4	30
14	J/502/3380	Engaging Children in a Group Activity	1	4	30
15	J/502/3377	Keeping Children Safe	1	4	30
Unit	Unit reference number	Group 3: Optional units	Level	Credit	Guided learning hours
16	R/503/2857	Planning an Enterprise Activity*	1	1	10
17	Y/503/2858	Running an Enterprise Activity*	1	1	10
18	D/503/2859	Producing a Product*	1	1	10
19	D/600/9317	Managing Money Matters	1	1	10
20	F/503/2840	Learning with Colleagues and Other Learners*	1	2	20
21	F/503/2837	Career Progression*	1	2	20
22	T/503/2835	Self-Management Skills*	1	2	20
23	R/503/2843	Working in a Team*	1	3	30
24	K/504/9146	Carrying out an Individual Project	1	3	30
25	J/503/2869	Career Progression*	2	2	20
26	Y/503/2875	Working in a Team	2	3	30
27	L/503/2890	Producing a Product*	2	1	10
28	R/503/2888	Planning an Enterprise Activity*	2	1	10
29	Y/503/2889	Running an Enterprise Activity*	2	1	10
30	J/503/2872	Learning with Colleagues and Other Learners*	2	2	20
31	A/503/2867	Self-management Skills*	2	2	20

**\* Forbidden combinations**

Learners may take either Unit 5 or Unit 9, they may not take both.

Learners may take either Unit 16 or Unit 28, they may not take both.

Learners may take either Unit 17 or Unit 29, they may not take both.

Learners may take either Unit 18 or Unit 27, they may not take both.

Learners may take either Unit 20 or Unit 30, they may not take both.

Learners may take either Unit 21 or Unit 25, they may not take both.

Learners may take either Unit 23 or Unit 26, they may not take both

Learners may take either Unit 22 or Unit 31, they may not take both.

## Pearson BTEC Level 1 Extended Certificate in Exploring the Caring Sectors

Learners will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	27
Number of credits from Group 1 that <b>must</b> be achieved	4
Number of credits from Group 2 that <b>must</b> be achieved	16
Number of credits from Group 3 that <b>must</b> be achieved	3
Remaining credits to be taken from groups 2 or 3.	4

Unit	Unit reference number	Group 1: Mandatory unit	Level	Credit	Guided learning hours
1	M/505/2968	Introduction to the Caring Sectors	1	4	40
Unit	Unit reference number	Group 2: Optional units	Level	Credit	Guided learning hours
2	T/501/7221	Health and Social Care Needs	1	4	30
3	H/504/9145	Personal Care in Health and Social Care	1	4	30
4	Y/501/7227	Communication with Adults and Children in Health and Social Care	1	4	30
5	R/501/7226	Promoting Healthy Eating in Care*	1	4	30
6	F/501/7223	Creative Activities for Children	1	4	30
7	L/501/7225	Creative and Leisure Activities for Adults in Health and Social Care	1	4	30
8	Y/502/3383	Learning Experiences for Young Children	1	4	30
9	F/502/3376	Encouraging Children to Eat Healthily*	1	4	30
10	K/503/5523	Developing Communication and Literacy with Children	1	4	40
11	R/502/3382	Physical Activities for Children	1	4	30
12	T/502/3374	Planning for the Physical and Emotional Care Needs of Children	1	4	30
13	L/502/3378	Valuing Children as Individuals	1	4	30
14	J/502/3380	Engaging Children in a Group Activity	1	4	30
15	J/502/3377	Keeping Children Safe	1	4	30

Unit	Unit reference number	Group 3: Optional units	Level	Credit	Guided learning hours
16	R/503/2857	Planning an Enterprise Activity*	1	1	10
17	Y/503/2858	Running an Enterprise Activity*	1	1	10
18	D/503/2859	Producing a Product*	1	1	10
19	D/600/9317	Managing Money Matters*	1	1	10
20	F/503/2840	Learning with Colleagues and Other Learners*	1	2	20
21	F/503/2837	Career Progression*	1	2	20
22	T/503/2835	Self-Management Skills*	1	2	20
23	R/503/2843	Working in a Team*	1	3	30
24	K/504/9146	Carrying out an Individual Project	1	3	30
25	J/503/2869	Career Progression*	2	2	20
26	Y/503/2875	Working in a Team*	2	3	30
27	L/503/2890	Producing a Product*	2	1	10
28	R/503/2888	Planning an Enterprise Activity*	2	1	10
29	Y/503/2889	Running an Enterprise Activity*	2	1	10
30	J/503/2872	Learning with Colleagues and Other Learners*	2	2	20
31	A/503/2867	Self-management Skills*	2	2	20

**\* Forbidden combinations**

Learners may take either Unit 5 or Unit 9, they may not take both.

Learners may take either Unit 16 or Unit 28, they may not take both.

Learners may take either Unit 17 or Unit 29, they may not take both.

Learners may take either Unit 18 or Unit 27, they may not take both.

Learners may take either Unit 20 or Unit 30, they may not take both.

Learners may take either Unit 21 or Unit 25, they may not take both.

Learners may take either Unit 23 or Unit 26, they may not take both

Learners may take either Unit 22 or Unit 31, they may not take both.

## Pearson BTEC Level 1 Diploma in Exploring the Caring Sectors

Learners will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	37
Number of credits from Group 1 that <b>must</b> be achieved	4
Number of credits from Group 2 that <b>must</b> be achieved	24
Number of credits from Group 3 that <b>must</b> be achieved	3
Remaining credits to be taken from groups 2 or 3.	6

Unit	Unit reference number	Group 1: Mandatory unit	Level	Credit	Guided learning hours
1	M/505/2968	Introduction to the Caring Sectors	1	4	40
Unit	Unit reference number	Group 2: Optional units	Level	Credit	Guided learning hours
2	T/501/7221	Health and Social Care Needs	1	4	30
3	H/504/9145	Personal Care in Health and Social Care	1	4	30
4	Y/501/7227	Communication with Adults and Children in Health and Social Care	1	4	30
5	R/501/7226	Promoting Healthy Eating in Care*	1	4	30
6	F/501/7223	Creative Activities for Children	1	4	30
7	L/501/7225	Creative and Leisure Activities for Adults in Health and Social Care	1	4	30
8	Y/502/3383	Learning Experiences for Young Children	1	4	30
9	F/502/3376	Encouraging Children to Eat Healthily*	1	4	30
10	K/503/5523	Developing Communication and Literacy with Children	1	4	40
11	R/502/3382	Physical Activities for Children	1	4	30
12	T/502/3374	Planning for the Physical and Emotional Care Needs of Children	1	4	30
13	L/502/3378	Valuing Children as Individuals	1	4	30
14	J/502/3380	Engaging Children in a Group Activity	1	4	30
15	J/502/3377	Keeping Children Safe	1	4	30



Unit	Unit reference number	Group 3: Optional units	Level	Credit	Guided learning hours
16	R/503/2857	Planning an Enterprise Activity*	1	1	10
17	Y/503/2858	Running an Enterprise Activity*	1	1	10
18	D/503/2859	Producing a Product*	1	1	10
19	D/600/9317	Managing Money Matters	1	1	10
20	F/503/2840	Learning with Colleagues and Other Learners*	1	2	20
21	F/503/2837	Career Progression*	1	2	20
22	T/503/2835	Self-Management Skills*	1	2	20
23	R/503/2843	Working in a Team*	1	3	30
24	K/504/9146	Carrying out an Individual Project	1	3	30
25	J/503/2869	Career Progression*	2	2	20
26	Y/503/2875	Working in a Team*	2	3	30
27	L/503/2890	Producing a Product*	2	1	10
28	R/503/2888	Planning an Enterprise Activity*	2	1	10
29	Y/503/2889	Running an Enterprise Activity*	2	1	10
30	J/503/2872	Learning with Colleagues and Other Learners*	2	2	20
31	A/503/2867	Self-management Skills*	2	2	20

**\* Forbidden combinations**

Learners may take either Unit 5 or Unit 9, they may not take both.

Learners may take either Unit 16 or Unit 28, they may not take both.

Learners may take either Unit 17 or Unit 29, they may not take both.

Learners may take either Unit 18 or Unit 27, they may not take both.

Learners may take either Unit 20 or Unit 30, they may not take both.

Learners may take either Unit 21 or Unit 25, they may not take both.

Learners may take either Unit 23 or Unit 26, they may not take both

Learners may take either Unit 22 or Unit 31, they may not take both.

## 5 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sectors
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment.

Centres must make sure that any legislation referred to in the units is up to date and current.

### Centre resource requirements

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As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

#### General resource requirements

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

## Specific resource requirements

As well as general resource requirements, there are specific resource requirements that centres must meet:

<b>Unit</b>	<b>Resources required</b>
Unit 5: Promoting Healthy Eating in Care	Learners will need appropriate resources to make drinks and snacks. If resources are not available, learners may be able to complete some of this unit in a practical work setting.
Unit 6: Creative Activities for Children	A range of different types of materials and tools will be necessary for the unit, for example different types of paint and paintbrushes, clay, textiles, modelling materials etc.
Unit 7: Creative and Leisure Activities for Adults in Health and Social Care	A range of different resources is required for this unit, for example access to painting and drawing materials, modelling materials, digital cameras, games. If equipment is not available, learners may be able to complete this unit in a practical work setting. Alternatively, learners can visit settings to observe the different types of equipment being used with different groups of adults.
Unit 8: Learning Experiences for Young Children	Learners need access to a range of different resources for this unit, for example access to musical instruments, different types of table-top games, outdoor equipment. If equipment is not available, learners may be able to complete this unit in a practical work setting.  Alternatively, learners may visit settings to observe the different types of equipment being used with children aged 0–3 and 3–5 years.
Unit 9: Encouraging children to Eat Healthily	Resources for learners to implement activities or experiences to encourage children to eat healthily will be required. If resources are not available learners may be able to complete some of this unit in a practical work setting.
Unit 10: Developing Communication and Literacy with Children	Learners will need resources to enable them to make a resource to support story reading.

<b>Unit</b>	<b>Resources required</b>
Unit 11: Physical Activities for Children	Learners need access to equipment and resources required for different types of physical activities.
Unit 19: Managing Money Matters	Learners will need access to an interactive whiteboard and/or individual PCs.
Unit 21: Career Progression	Learners need access to a range of career-related resources such as websites and publications, and tutors and careers advisers.
Unit 25: Career Progression	The learner will need access to a range of career-related resources such as websites, publications, tutors and careers advisers.
Unit 27: Producing a Product	<p>Learners need to access to an area suitable for the practical activities undertaken, for example, a workshop or practical workroom. A variety of materials including wood, metal, and fabrics will enable learners to become familiar with the properties of different materials.</p> <p>Depending on the product or item the learner will be producing, appropriate safety gear and equipment will be required and learners need to know the location of first aid supplies and support.</p> <p>Where photographs and recordings, audio and video, are to be used as evidence, appropriate equipment will be needed.</p>
Unit 30: Learning with Colleagues and Other Learners	Learners should have access to situations where they learn alongside co-workers or other learners.

## 6 Access to Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment method
All units	Centre-devised assessment

### Centre-devised assessment (internal assessment)

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment centres are encouraged to link delivery and assessment across units.

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the assessment criteria. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (eg performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

There is more guidance about internal assessment on our website.

## 7 Centre recognition, and approval and quality assurance

Centres that have not previously offered Pearson BTEC qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete a Centre Approval Form.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Pearson Centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

### Approvals agreement

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All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. We will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

### Quality assurance of centres

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Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. We use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow the processes listed below.

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
- Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

## 8 Access to Pearson BTEC qualifications

### Access and recruitment

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Approved centres must select learners who will benefit from the qualification as judged by their interest, aptitude and progression expectations.

Our policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- there should be no barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications
- there should be a fair and open access and recruitment process

Centres are required to recruit learners to Pearson BTEC qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in the Section *Access to qualifications for learners with disabilities or specific needs*.

### Recognition of Prior Learning and Achievement

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Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

We encourage centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on our website.

## Access to qualifications for learners with disabilities or specific needs

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Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

The documents are on our website at [www.edexcel.com/policies](http://www.edexcel.com/policies)



## 9 Units

Units have the following sections.

### Unit title

This is the formal title of the unit that will appear on the learner's certificate.

### Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

### Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

### Credit value

When a learner achieves a unit, they gain the specified number of credits.

### Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

### Unit aim

This gives a summary of what the unit aims to do.

### Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

## Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

## Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

## Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

# Unit 1: Introduction to the Caring Sectors

**Unit reference number:** M/505/2968

**Level:** 1

**Credit value:** 4

**Guided learning hours:** 40

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## Unit aim

The aim of this unit is for learners to develop knowledge and understanding of the scope of the health, social care and children's sectors in supporting the health, development and wellbeing of individuals across the life stages. Learners explore the care values of the sectors and the job roles available.

## Unit introduction

This unit will give learners an introduction to the caring sectors, in particular healthcare, social care and children's services.

Learners will develop their knowledge of different stages of human growth and development, the features of those stages and the different factors that could affect an individual's development

They will then gain an appreciation of the role of the caring sectors across the human lifespan, and the different job roles in each sector relevant to different life stages.

Finally, learners will develop their understanding of the values that underpin working in the caring sectors, including respecting the individual receiving care and maintaining the individual's dignity and confidentiality. Learners will have the opportunity to apply this understanding through the use of case studies or scenarios.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know human lifespan development	1.1	Identify features of the different stages of human growth and development	<ul style="list-style-type: none"> <li>□ <i>Stages of human growth and development:</i> infancy (0–2 years); early childhood (3–8 years); adolescence (9–18 years); early adulthood (19–45 years); middle adulthood (46–64 years); later adulthood (65+)</li> <li>□ <i>Features of stages:</i> aspects of growth and development, e.g. physical, intellectual, emotional, social; infancy, e.g. learning to walk, dependence on adults; early childhood, e.g. development of communication, developing independence; adolescence, e.g. puberty, sexual maturity; early adulthood, e.g. physical maturity, parenthood; middle adulthood, e.g. menopause, start of ageing process; later adulthood, e.g. ageing process</li> </ul>
		1.2	Identify different factors that could affect an individual's development at different life stages	<ul style="list-style-type: none"> <li>□ <i>Factors:</i> physical, e.g. inherited conditions, illness and disease, diet, exercise, alcohol, smoking, drugs; social, and cultural factors, e.g. gender; religion; emotional factors, e.g. relationships with others, stress; economic factors, e.g. effects of poverty on diet, living conditions, self-esteem; environmental factors, e.g. pollution</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Know the role of caring sectors in meeting different care needs across the human lifespan	2.1	Identify different care services that individuals may require to meet their care needs at different life stages	<ul style="list-style-type: none"> <li>□ <i>Different care needs:</i> healthcare needs, e.g. physical or mental illness, pregnancy, family planning, immunisations, vision or hearing tests, dental health; social care needs, e.g. loss of independence, bereavement, substance misuse or addictions, foster care, adoption; children’s care needs, e.g. special educational needs, developmental assessment, behavioural support</li> <li>□ <i>Different care services:</i> healthcare, e.g. hospital care, health visitor, general practitioner (GP); social care, e.g. day care, residential care; children’s services, e.g. pre-school education, after-school care, fostering and adoption</li> </ul>
		2.2	Outline different job roles in the healthcare sector that meet care needs at different life stages	<ul style="list-style-type: none"> <li>□ <i>Healthcare job roles across the human lifespan:</i> nurses, e.g. general, children, school, mental health, learning disability; midwives; health visitors; child health clinics; immunisation; doctors, e.g. general practitioner, consultant; physiotherapists; occupational therapists; dieticians; healthcare assistants; dentists; opticians; hospital care, e.g. maternity unit</li> </ul>
		2.3	Outline different job roles in the social care sector that meet care needs at different life stages	<ul style="list-style-type: none"> <li>□ <i>Social care job roles across the human lifespan:</i> social workers; social work assistants; social care support workers; family support workers; day care officers; community workers; activity coordinators; support workers in, e.g. residential care home, nursing home</li> </ul>
		2.4	Outline different job roles in children’s services that meet care needs at different stages in childhood	<ul style="list-style-type: none"> <li>□ <i>Job roles in children services for infancy, early childhood and adolescence:</i> nanny; childminder; early years educator; early years tutor (teacher); nursery manager; youth support worker; playworker; residential childcare worker; special educational needs coordinator (SENCo)</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the values underpinning the caring sectors	3.1	Identify values that underpin working within health and social care and children's settings	<ul style="list-style-type: none"> <li>□ <i>Care values:</i> respect for the individual through non-discriminatory and non-judgemental approach; ensuring confidentiality; maintaining individuals' dignity; respecting personal beliefs; providing individualised care; ensuring physical and emotional safety of individuals; working with in partnership with families and other professionals; effective communication between care provider, individual receiving care, their families, other care professionals</li> </ul>
		3.2	Give examples of ways the care values are applied within health care settings	<ul style="list-style-type: none"> <li>□ <i>Ways care values are applied within healthcare settings:</i> e.g. ensuring dignity by providing privacy for personal care, ensuring physical and emotional safety of individuals by following correct hygiene procedures</li> </ul>
		3.3	Give examples of ways the care values are applied within social care settings	<ul style="list-style-type: none"> <li>□ <i>Ways care values are applied within social care settings:</i> e.g. maintaining confidentiality by ensuring personal information is not shared with others without permission; enabling individuals to be aware of choices and make decisions; communicating and working in partnership with individuals, their families and other professionals to ensure individual's needs are met</li> </ul>
		3.4	Give examples of ways the care values are applied within children's services	<ul style="list-style-type: none"> <li>□ <i>Ways care values are applied within children's services:</i> e.g. non-discriminatory and non-judgemental approach by making sure children with disabilities can join in all activities, working in partnership with families and other professionals to make sure family preferences for children's care are met; respecting the beliefs of families from different cultures and religions (inclusive practice)</li> </ul>

## Information for tutors

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### Delivery

Learning outcome 1 requires learners to know the different stages that people pass through in the course of life. A range of different approaches could be used to give learners practical activities to engage them with the unit content. These include: using real or fictitious case studies, individual studies by learners based on their own close family and other extended family members and the media, including magazines and newspapers and TV coverage such as soap operas. Learners could be supported to choose individuals from the media who are going through specific life stages to consider the major growth and development changes. It may be useful for learners to work in small groups to investigate the growth and development features specific to the life stages and present their findings on posters which could be displayed in the classroom for learners to refer to throughout the unit. The different factors affecting development could be explored in class discussion, encouraging learners to consider how factors may affect individuals positively and negatively. A quiz could be used to test learners' knowledge and understanding.

For learning outcome 2 learners explore the role of the different caring sectors at different stages of the human lifespan and the range of job roles in these sectors. The focus for this learning outcome could be a display by learners for a 'careers fair' about jobs in the health sector, the social care sector and in the children's services and how they meet the care needs of individuals at different life stages.

Learners could work in pairs to carry out supported research into a range of job roles and how they meet the care needs of individuals across the human lifespan. Case studies of job roles in the different sectors can be obtained from: [www.skillsforcare.org.uk/icare/](http://www.skillsforcare.org.uk/icare/), [www.skillsforhealth.org.uk/career-framework/](http://www.skillsforhealth.org.uk/career-framework/), [www.nurseryworld.co.uk/childcare-job-roles](http://www.nurseryworld.co.uk/childcare-job-roles). Learners might be able to draw on information provided by visiting speakers (learning outcome 2) from prepared questions.

For learning outcome 3 the values that underpin working in healthcare, social care and children's settings could be introduced by asking learners about their own experiences of healthcare, perhaps at a dental or medical practice, to stimulate discussion. This could be followed by a question and answer session by posing questions such as 'How would you feel if you were excluded from joining an outing that was being planned because you were using a wheelchair following an operation on your leg?' You could lead a discussion to put together a list of the care values. Learners' understanding of how the care values are applied to work in the care sector can be furthered by inviting appropriate speakers to come and talk to the group about their own experiences. Speakers could be professionals who work in healthcare, social care or children's settings. Learners could plan question to ask about job roles in preparation for learning aim 3.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and programme of learning</p>
<p>Learning outcome 1: Know human lifespan development</p> <p>Tutor-led discussion – different aspects of development. Definitions displayed on flip chart.</p> <p>Case studies – questions to consolidate knowledge of aspects of development.</p> <p>Learners work in groups to research into the features of all the life stages (infancy, early childhood, adolescence, early adulthood, middle adulthood, later adulthood) and present their findings on posters. Individuals researched may be from real or fictitious case studies, individual studies by learners based on their own close family and other extended family members and the media.</p> <p>Group discussion – use the individuals researched to explore the factors that may have affected their development positively and negatively.</p> <p>Question and answer session to check knowledge of human lifespan development.</p> <p>Assessment – use case studies to identify the features of different stages of human growth and development and identify different factors that could affect an individual's development (learning outcome 1).</p>
<p>Learning outcome 2: Know the role of caring sectors in meeting different care needs across the human lifespan.</p> <p>Tutor-led discussion – the care needs of individuals at different life stages and the different caring services that individuals may require.</p> <p>Practical – a class display for a careers event. Each learner will need to research and present information on different job roles in the health sector and social care sector and in the children's services that meet care needs at different life stages.</p> <p>Assessment – present evidence of contribution to a careers display that outlines different job roles in health care and social care and in children's services that meet care needs at different life stages (learning outcome 2).</p>
<p>Learning outcome 3: Understand the values underpinning the caring sectors.</p> <p>Tutor input – what are the care values?</p> <p>Group discussion – learners to share experiences of care received by themselves or family members.</p> <p>Guest speakers from a health setting, social care setting and a children's setting to give examples of how the care values are applied in their setting.</p> <p>Learners watch a clip from a television programme showing hospital care (documentary or a soap) to identify the application of care values.</p> <p>Assessment – use role play to give examples of ways the care values are applied in healthcare and social care and in children's settings (learning outcome 3).</p>
<p>Assessment feedback, review and evaluation of the unit</p>



## Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

1.1 and 1.2 could be combined into one assessment task. Learners could provide the information required in response to case studies. Alternative methods of evidencing learning may be used, such as a taped individual discussion with the tutor.

For 1.1, learners need to clearly identify the features of different stages of growth and development (infancy, early childhood, adolescence, early adulthood, middle adulthood, later adulthood) including references to the different aspects of growth and development (physical, intellectual, emotional, social). This could be evidenced from the case studies.

For 1.2, learners need to state different factors that could affect an individual's development. This information could be provided in response to case studies.

2.1, 2.2, 2.3 and 2.4 may be combined into one assessment task. Learners could research and present information as part of a class display for a careers event.

For 2.1, learners must identify the different care services that individuals may require at different stages of their life, this must include the services covered in the unit amplification.

For 2.2, learners need to give information about two different job roles in the health sector that meet the care needs of individuals at different life stages.

For 2.3, learners need to give information about two different job roles in the social care sector that meet the care needs of individuals at different life stages.

For 2.4, learners need to give information about two different job roles in children's services that meet the care needs of children at different stages of childhood (infancy, early childhood, adolescence).

For 3.1, learners must identify different values that underpin working in caring sectors. Learners must include at least two values drawn from the unit amplification. Evidence could be verbal through a discussion with the tutor, or written, for example in the form of a poster or leaflet for new care workers.

Tutors should provide case studies or scenarios for assessment criteria 3.2, 3.3 and 3.4. These criteria could be evidenced through role-play activities, discussion with the tutor or through written work such as a leaflet for new care workers which could be combined with 3.1.

To meet these criteria, learners must give examples of how the care values which underpin work in the caring sectors are applied in healthcare, social care and in children's services.

If these criteria are being assessed through role-play activities or discussion, signed observation sheets must be retained for verification purposes.

## Suggested resources

### Journals and/or magazines

*Community Care Magazine*

*Nursing Times*

*Nursery World*

These publications contain useful case studies which can be used as examples to support delivery and assessment of this unit

### Websites

<a href="https://nationalcareersservice.direct.gov.uk/">https://nationalcareersservice.direct.gov.uk/</a>	Government careers service includes job profiles
<a href="http://www.allaboutcareers.com">www.allaboutcareers.com</a>	Careers information for young people
<a href="http://www.dignityincare.org.uk">www.dignityincare.org.uk</a>	Provides links to examples of good practice in applying values to health and social care.
<a href="http://www.nya.org.uk/">www.nya.org.uk/</a>	National Youth Agency – information about careers in youth work
<a href="http://www.skillsactive.com">www.skillsactive.com</a>	Sector skills council for active leisure, learning and wellbeing. Contains useful information about the playwork sector
<a href="http://www.skillsforcare.org.uk/">www.skillsforcare.org.uk/</a>	Skills for Care and Development is the Sector Skills Council (SSC) for people working in early years, children and young people's services, and those working in social work and social care for children and adults in the UK. Includes case studies of people who work in a variety of roles, in the care sector

## **Unit 2: Health and Social Care Needs**

**Unit reference number:** T/501/7221

**Level:** BTEC Level 1

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit aim**

The aim of this unit is to introduce learners to physical and emotional care needs, factors that affect health and the general health and social care available for individuals.

### **Unit introduction**

Working in health and social care requires an understanding of the physical, emotional and social health needs of individuals. This unit aims to help the learner understand that individuals have different health and social care needs which may be met by a range of health and social care provision. The unit also helps the learner to understand how health may be affected by different factors.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about health needs	1.1	Identify and describe the significance of physical health needs	<ul style="list-style-type: none"> <li>□ <i>Physical health needs:</i> food; water; fresh air; exercise; medical care; safe environment; warmth; shelter; hygiene; diet; changing health needs, e.g. for babies, adolescents, adults and the elderly</li> </ul>
		1.2	Identify and describe the significance of emotional and social health needs	<ul style="list-style-type: none"> <li>□ <i>Emotional and social health needs:</i> love/emotional support; sense of belonging; independence; stimulation; self-esteem; social interaction</li> </ul>
2	Know how health is affected by different factors	2.1	Describe different factors that affect health	<ul style="list-style-type: none"> <li>□ <i>Factors:</i> diet; exercise; environment, e.g. housing; income and employment; lifestyle, e.g. smoking, alcohol misuse, drug misuse; illness; disability</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand that individuals have different health needs	3.1	Describe the health needs of individuals	<ul style="list-style-type: none"> <li>□ <i>Life stages of individuals:</i> babies and young children; adolescents; adults; older people</li> <li>□ <i>Children's health needs:</i> nutrition for healthy physical development – protein, iron, calcium, vitamins A–D, saturated and unsaturated fat, need for balanced diet, maintaining healthy weight; exercise to encourage gross motor skills e.g. crawling, walking, climbing, running; social and emotional needs e.g. relationship with parent/guardian, making friends</li> <li>□ <i>Adolescents' health needs:</i> physical changes, sexual maturity and health; lifestyle choices, e.g. diet, exercise, alcohol, smoking, drugs; emotional needs, e.g. peer group, relationships; effect of peer group pressure; maintaining personal hygiene; need for regular sleep; effects of stress, e.g. worry about employment, education, relationships</li> <li>□ <i>Adults' health needs:</i> diet and nutrition to maintain weight, physical health, energy; exercise to help maintain weight, develop strength; effects of lifestyle choices, e.g. smoking, alcohol, drug use; effect of home environment, income; relationships with family and friends</li> <li>□ <i>Older people's health needs:</i> effects of ageing process, e.g. menopause, loss of strength, loss of mobility, loss of fine motor skills, sensory loss, memory and recall; nutritional needs and maintaining healthy weight, energy, strength; effects of lifestyle choices, e.g. smoking, alcohol; relationships with family, friends; avoiding social isolation; effects of income, home environment</li> <li>□ <i>Other needs:</i> effect of physical disabilities, learning disabilities; physical illness; mental illness; disease, e.g. degenerative, congenital, infectious; ensuring opportunities are provided to access, e.g. health services, transport, leisure outlets, education; overcoming other effects, e.g. discrimination, dependency on family, loss of independence, impact on self-esteem, preventing social isolation, impact on mobility</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Know what health care and social care is available for individuals	4.1	Outline health care available for individuals	<ul style="list-style-type: none"> <li>□ <i>Health care:</i> general practitioner; hospital inpatient; hospital outpatient; home nursing; physiotherapy; occupational therapy; dentist; pharmacy</li> </ul>
		4.2	Outline social care available for individuals	<ul style="list-style-type: none"> <li>□ <i>Social care:</i> home care; day care; adult residential care, e.g. for elderly, those with disabilities; respite care; community care, e.g. for those with physical disabilities, those with learning disabilities, those with mental health problems; children's residential care</li> </ul>

## Information for tutors

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### Delivery

As many practical activities as possible should be included to help learners relate to the unit content. A wide range of delivery methods can be used to teach this unit, including tutorials, presentations, videos, worksheets and internet sources.

Tutors could start delivery of this unit by asking learners to consider their own health needs and compare their answers with the rest of the group.

A question and answer session could help learners to identify physical, social and emotional health needs. Learners could design posters which include the definitions and display them in the classroom for learners to refer to throughout the unit.

To gain an understanding of the different factors that affect health for learning outcome 2 a mixture of tutor-led input and learner research is required.

Learners could work in groups to research the different factors using internet sites. Each group could present their findings to the other learners. Information could be presented using PowerPoint or paper-based materials and produced as handouts for the group.

As a stimulus for discussions for learning outcome 3, it would be useful for learners to consider the health needs of characters in the media, for example in soap operas or famous personalities.

In order for learners to understand the concept of the different health needs of individuals, they could work in groups to discuss case studies of individuals at different life stages with different needs. They could then report back to the rest of the group.

Guest speakers could be invited to talk to learners about health and social care provision they have used and how it was able to meet their health and social care needs. Learners could work in groups to research the provision available locally for the different individuals described in the case studies.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Group discussion – ‘What are health needs?’</p> <p>Case studies – learners look at cases from the four stages of life (babies, adolescents, adults, the elderly) to identify their health needs and analyse the significance of each, for example, babies need protein food for development, adults need to exercise to keep healthy, the elderly need social interaction.</p> <p>Practical – presentation which uses the case studies to identify the health needs and their significance.</p> <p>Learners research the long-term significance of a health need, for example, an unbalanced diet for babies, the effects of bereavement.</p> <p>Assessment – record information in a format suitable for parents/carers (learning outcome 1) [Functional Skills Level 1: Writing].</p>
<p>Small group research – learners select factors affecting health and make a fact sheet for other learners to compliment an oral presentation [Functional Skills Level 1: Writing, Speaking and Listening].</p> <p>Case studies – compare case studies within each of the four life stages (babies, adolescents, adults, the elderly) to consider the different factors impacting on health.</p> <p>Assessment – learners design individual posters to show the different factors that affect health and how they affect health (learning outcome 2).</p>
<p>Case studies – learners to identify different health needs of individuals at four different life stages.</p> <p>Tutor-led discussion – ‘What is the difference between social care and health care?’</p> <p>Group research – social care and health care available for individuals in their local area for each of the four life stages.</p> <p>Guest speakers or visits – observe provision.</p> <p>Group presentation of information gathered.</p> <p>Assessment – using the case studies learners record the health needs of the individuals and health and social care available to the individuals (learning outcomes 3 and 4) [Functional Skills Level 1: Reading].</p>
<p>Assessment feedback, review and evaluation of unit.</p>



## Assessment

The criteria for this unit could be combined and evidence collected in a small portfolio/looseleaf file, a display with photographic evidence and a supporting commentary, poster, booklet.

To meet 1.1, learners must identify different physical health needs and describe their significance. A pro forma could be used for this purpose.

To meet 1.2, learners need to describe the social and emotional needs of at least two individuals. Learners should be able to make the link between the individuals and the physical health needs identified in 1.1. This can be done by using a table format.

Assessment criterion 2.1 requires learners to describe different factors that affect health. How the factors affect health will also need to be clarified. Case studies can be used or learners may provide a generic explanation.

The learner may keep a record of the different health needs of individuals that they have encountered. This record may be used to provide evidence towards 3.1.

To achieve 4.1 and 4.2, learners need to identify the health and social care available for individuals. The individuals described for 1.2 may be used. Learners could undertake visits to a day-care centre and hospital outpatients to observe the health and social care provision. Learners could discuss what they have found out with the group or with the tutor, which may be used to provide evidence.

## Suggested resources

### Books

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

### Websites

<a href="http://www.gov.uk/government/organisations/department-of-health">www.gov.uk/government/organisations/department-of-health</a>	The Department of Health
<a href="http://www.gov.uk">www.gov.uk</a>	Government-run website giving advice on services including working, jobs, employing people
<a href="http://www.nhs.uk">www.nhs.uk</a>	NHS Choices – provides information on healthy living
<a href="http://www.skillsforcare.org.uk">www.skillsforcare.org.uk</a>	Skills for Care and Development, the Sector Skills Council for the social care sector – provides advice for those working in the social care sector
<a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a>	Skills for Health, the Sector Skills Council for the health sector – provides advice for those working in the health sector.

## **Unit 3: Personal Care in Health and Social Care**

**Unit reference number:** H/504/9145

**Level:** BTEC Level 1

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit aim**

The aim of this unit is to introduce learners to the personal and emotional care needs of individuals, the skills needed to provide personal care for others, and procedures relating to personal care.

### **Unit introduction**

This unit aims to help learners understand the personal care needs of individuals. The unit explores the practical skills and personal qualities required by carers to meet the physical and emotional needs of individuals during personal care procedures, and which are essential for working in health and social care settings. The learner will find out about the procedures which relate to personal care and the reasons why it is important for these procedures to be adhered to.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know that individuals have personal care needs	1.1	Describe the personal care needs of individuals	<ul style="list-style-type: none"> <li>□ <i>Personal care</i>: washing; dressing; feeding; toileting</li> <li>□ <i>Individuals</i>: babies and young children; adults, e.g. elderly frail adults, those who use wheelchairs, those with learning disabilities, hearing impaired, visually impaired, those whose ability is affected by illness; cultural differences</li> </ul>
		1.2	Describe the emotional needs of individuals when receiving personal care	<ul style="list-style-type: none"> <li>□ <i>Emotional needs while meeting personal care needs</i>: respect; privacy; dignity; choice; independence</li> </ul>
2	Know the skills and personal qualities needed for the personal care of others	2.1	Describe the skills needed for the personal care of others	<ul style="list-style-type: none"> <li>□ <i>Skills</i>: how to assist with personal care, e.g. washing, dressing; communication skills, e.g. listening, questioning, non-verbal skills, recording; observation; hygienic practice, e.g. hand washing, how to avoid cross infection; how to avoid embarrassment; how to maintain privacy and dignity; how to encourage independence</li> </ul>
		2.2	Describe the personal qualities needed for the personal care of others	<ul style="list-style-type: none"> <li>□ <i>Personal qualities</i>: caring; empathy; gentleness; respectful; empowering; reliable; sensitive; non-judgemental</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand why it is important to follow the health and social care setting's procedures when providing personal care	3.1	Identify procedures which relate to personal care in a chosen health and social care setting	<ul style="list-style-type: none"> <li>□ <i>Setting:</i> e.g. hospital, residential care home, daycare centre</li> <li>□ <i>Procedures:</i> moving and lifting; hand washing; disposal of waste, child protection; self-protection; cleaning equipment; food handling; confidentiality</li> </ul>
		3.2	Explain why it is important to follow procedures which relate to personal care	<ul style="list-style-type: none"> <li>□ <i>Reasons:</i> health and safety of clients, health and safety of carers; infection control; efficiency; insurance/litigation; regulations, e.g. Care Standards Act 2000 – National Minimum Standards in relation to personal care</li> </ul>

## Information for tutors

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### Delivery

The unit should be practical wherever possible. Throughout this unit learners would benefit from practising skills using roleplay and simulated activities such as the use of dolls for baby bathing and nappy changing. Tutors could also give learners video examples of care practice and case studies.

The tutor could start delivery of this unit by asking learners to consider how they would like their personal care needs to be met if they were, for example, in bed in hospital following surgery on their back. This would generate discussion and help learners to understand the emotional needs of individuals during personal care. Learners may refer to their own experiences which will make the unit content relevant. Learners could be encouraged to ask friends and colleagues about their experiences of receiving personal care. This could be explored further by inviting guest speakers to talk about their experiences.

Learners can discuss in groups the personal care needs of individuals using a wide range of case studies or care plans and then feed back to the rest of the group.

For learning outcome 2, learners could visit an early years setting or care home for the elderly to observe how carers respond to the needs of individuals. On return to the centre learners could discuss, in groups, their observations of the skills and personal qualities needed for the personal care of others. Learners could feed their observations back to the larger group. Learners will need to be reminded about issues of confidentiality.

Watching videos or television medical dramas could provide further opportunities to discuss the skills and personal qualities required for the personal care of others. Communication skills could be explored using role play.

A visit to an occupational therapy department may be possible to observe the range of equipment and see demonstrations of how the equipment may be used in personal care.

Learners could work in groups to find out the correct procedure, for example, for hand washing. Learners may access information from relevant websites, for example the Health Protection Agency, the Health and Safety Executive, and the Department of Health.

Learners could present the information on posters which could be displayed in the classroom.

A practical hand-washing activity using a light box to identify if the correct hand washing routine is being followed is a good way to consolidate learning. Local health protection teams may be able to advise on the availability of light boxes.

An infection control nurse from the hospital can be invited to talk to learners about ways to avoid cross infection in health and social care settings.

For learning outcome 3, written procedures that relate to personal care from a range of different settings would be a useful resource. Learners can work in groups to determine the reasons why it is important to follow the procedures.

Guest speakers could be invited from different settings. Learners could prepare questions to ask speakers about the importance of following their procedures.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion – ‘How would you feel and want to be cared for if you were dependent on someone else for your personal care needs?’</p> <p>Case studies (of individuals in care settings) – analysing personal care and emotional needs of adults and babies/children.</p> <p>Assessment – using the case studies describe the personal care needs and emotional needs, during their personal care, of the baby/child and adult (learning outcome 1) [Functional Skills Level 1: Reading].</p>
<p>Tutor-led discussion – ‘What skills and qualities do carers need?’</p> <p>Visits to settings/media clips – to observe and identify skills and qualities demonstrated by carers.</p> <p>Role play with peer observation – providing personal care to an individual dependent on a carer, for example, helping an individual put on their coat, tie their shoes or wash their hands.</p> <p>Assessments – using case studies from learning outcome 1 record the skills and personal qualities needed to care for each of the individuals (Learning outcome 2).</p>
<p>Tutor-led discussion – to identify a range of health and social care settings.</p> <p>Guest speakers (from different settings) – provide information on their procedures for providing personal care. Learners to prepare and ask questions about the importance of these procedures.</p> <p>Paired research – impact of not following procedures, for example, spread of infection in health care settings, injury to person whilst being moved.</p> <p>Assessment – using the case studies from learning outcome 1 record procedures for providing personal care in the setting and the reasons why they need to be followed (learning outcomes 3 and 4).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

## Assessment

Assessment criteria may be linked together into one assignment task in response to case studies or care plans.

Learners could provide guidance notes for a new care worker to help them meet the personal care needs of two babies or children and two adults with different care needs.

To meet 1.1, learners must describe the personal care needs of two babies or children and two adults with different care needs. The descriptions will need to include information about the personal care required. To meet 1.2, learners must describe the emotional needs of the two babies or children and two adults during the care procedures.

To meet 2.1 and 2.2, learners will need to describe the personal skills and qualities needed for the personal care of others. Learners could refer to the individual needs of the babies, children and adults in the case studies.

To meet 3.1 and 3.2, learners must identify the procedures that a chosen health and social care setting has in place relating to personal care and give reasons why it is important that these procedures are followed. This information can be included in the evidence which learners prepared for 1.1, 1.2, 2.1 and 2.2. Alternatively, learners could present the information on posters.

## Suggested resources

### Books

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

### Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN: 9781846909368

### Websites

<a href="http://www.gov.uk/government/organisations/department-of-health">www.gov.uk/government/organisations/department-of-health</a>	The Department of Health
<a href="http://www.hpa.org.uk">www.hpa.org.uk</a>	Health Protection Agency
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Health & Safety Executive
<a href="http://www.skillsforcare.org.uk">www.skillsforcare.org.uk</a>	Skills for Care and Development, the Sector Skills Council for the social care sector – provides advice for those working in the social care sector
<a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a>	Skills for Health, the Sector Skills Council for the health sector – provides advice for those working in the health sector.

## **Unit 4: Communication with Adults and Children in Health and Social Care**

**Unit reference number:** Y/501/7227

**Level:** BTEC Level 1

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit aim**

The aim of this unit is to introduce learners to different types of communication, barriers to communication and ways to communicate with adults and children in health and social care settings.

### **Unit introduction**

Understanding how to communicate successfully is fundamental for progress in the world of work and has particular importance in the health and social care sector. In this unit learners will be introduced to the principles of communication. Learners will apply this knowledge to communicate effectively with adults with different needs. The learner will also be introduced to a range of ways to communicate with babies, children and teenagers.



## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about the principles of communication in health and social care	1.1	Outline different forms of communication	<ul style="list-style-type: none"> <li>□ <i>Forms of communication:</i> one to one; groups; formal; informal; verbal, e.g. tone of voice, pitch; non-verbal e.g. body language – facial expressions, eye contact, posture, use of hands; pauses; turn taking; questioning; active listening; written communication</li> <li>□ <i>Communicating with non-verbal children and/or adults:</i> (due to learning disabilities or medical conditions) sign language, understanding individual methods of communication; importance of observing facial expression, moods, reactions and gestures; the need for patience</li> </ul>
		1.2	Describe barriers to communication in health and social care	<ul style="list-style-type: none"> <li>□ <i>Barriers to communication:</i> physical barriers, e.g. background noise; different language; impairments, e.g. hearing loss, visual impairment, speech difficulties; emotional factors, e.g. fear, anxiety; complex language e.g. use of jargon; patronising communication, e.g. words, tone, behaviour; cultural differences</li> </ul>
2	Understand how to communicate with adults in health and social care	2.1	Explain ways to communicate with adults with different needs in health and social care	<ul style="list-style-type: none"> <li>□ <i>Different groups:</i> senior citizens; those with disabilities (sensory, emotional, physical or learning disabilities); those affected by illness or frailty</li> <li>□ <i>Ways to communicate:</i> show respect; appropriate body language; undivided attention; calm listening; give time for responses, check understanding; avoid patronising; use of signs, pictures, lip reading, translator, interpreter; eye contact; awareness of cultural differences in terms of eye contact and body language</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to communicate with babies, children and young people in health and social care	3.1	Explain ways to communicate with babies, children and young people in health and social care	<ul style="list-style-type: none"> <li>□ <i>Different groups:</i> babies; children; teenagers; those with disabilities; those affected by illness or frailty</li> <li>□ <i>Ways to communicate:</i> use language appropriate to stage of language development; establish bond/rapport; give time; communicate at same level; avoid patronising communication; active listening; checking understanding; open questions; being a good role model; using signs, pictures, translators, interpreters</li> </ul>

## Information for tutors

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### Delivery

Throughout this unit learners would benefit from practising skills using role play, accessing video examples of communication, using case studies and the opportunity to carry out simulated activities.

The tutor could start delivery of this unit by asking learners to consider situations when they experienced difficulties in communicating.

To develop knowledge and understanding of different forms of communication, learners could work in groups to analyse recordings from programmes such as *Holby City* or *Casualty*.

A video camera could be used to record communication in the classroom and learners could analyse their own use of body language and non-verbal communication to help understand how these may impact on effective communication.

In groups learners can discuss and analyse the effect on individuals if they are unable to communicate their needs and report back to the rest of the group.

Role play could be used to explore barriers to communication. Key words could be collated on the board/flipchart.

Learners could work in groups to produce posters highlighting barriers to communication to display in the classroom to act as a reference throughout the unit.

For learning outcome 2, learners could visit a residential home to observe communication and, on return to the centre, discuss what they have learned. Learners could create a guidelines sheet on effective communication as a factsheet for other learners to follow.

When looking at ways to communicate, learners could discuss case studies in groups and then report back to the rest of the group. Learners may use PowerPoint or flipcharts to present this information.

Role play could be used for learners to practise their skills in communicating effectively with adults.

Learners could be shown video clips of adults communicating with children for learning outcome 3. Learners could work in groups to consider ways to communicate effectively with children.

Learners could visit an early years setting, in small groups, to observe adults communicating with babies and children.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Tutor-led discussion on how we communicate.</p> <p>Activity – tutor demonstration of different forms of communication including verbal, non-verbal and active listening.</p> <p>Practical session – activities to reinforce understanding of different forms of communication, for example, charades, Pictionary. Learners encouraged to discuss their experiences.</p> <p>Assessment – learner to produce notes on different forms of communication for their future reference (learning outcome 1).</p> <p>Tutor-led discussion on barriers to communication.</p> <p>Practical session – activities related to health and social care to reinforce the importance of communication skills for example asking an individual with hearing loss what they would like for breakfast; helping a child who is having difficulty with tying their shoe laces. Learners should be encouraged to discuss their experiences and any barriers to communication.</p> <p>Assessment – learners to record information on barriers to communication in health and social care settings for their future reference (learning outcome 1).</p>
<p>Practical session – learners to devise a checklist to use when observing communication with adults in health and social care to include forms of communication and ways that adults communicate.</p> <p>Activity – learners to visit health and social care settings to observe communication with adults, or watch DVDs showing communication in health and social care situations. Learners record ways that adults communicate.</p> <p>Guest speaker – practitioner from health and social care setting for adults to speak about different ways to communicate.</p> <p>Practical session – learners to role play communicating with adults with different needs. Learners encouraged to discuss their experiences.</p> <p>Activity – learners to be given scenarios of communication with adults of different needs. Learners to decide how they would communicate, and to present this to the rest of the group.</p> <p>Assessment – learners to provide evidence of how to communicate with adults with different needs and why that method of communication is appropriate, for example, observation notes from a visit to a setting, leaflets on British Sign Language (BSL) with notes, witness statement evidencing effective learner’s communication skills (learning outcome 2).</p>

## Topic and suggested assignments/activities

Guest speaker – parent with a baby, learners encouraged to observe communication between parent and baby.

Tutor-led discussion – how did parent communicate with baby? For example, eye contact, listening, turn taking, signs, facial expressions.

Guest speakers – parents with children. Learners encouraged to observe, and where possible, communicate with children playing.

Tutor-led discussion – how did the parents/learners communicate with the children? For example, asking open-ended questions, listening to the children, using appropriate language, observing children.

Role play communication with young people, working in small groups with one observer – patronising language, street language.

Demonstration of *Makaton* signs.

Practical session – learn *Makaton* signs to support a child's activity, for example rhyme, story, actions to support a song.

Assessment – learners to provide evidence of how to communicate with babies, children and young people and why that method of communication is appropriate, for example, observation notes from guest speakers, witness statement evidencing effective learner's communication skills (learning outcome 3).

Assessment feedback, review and evaluation of unit.

## Assessment

The assessment criteria for this unit could be combined and evidence collected in a small portfolio/loose-leaf file, or as a booklet to be used as a reference document when working in the health and social care sector.

To meet 1.1, learners must give a brief summary of different forms of communication. Learners could complete a prepared worksheet.

To meet 1.2, learners will need to give an accurate description of different barriers to communication. Examples which relate to the health and social care sector need to be given to support the description.

Assessment criterion 2.1 requires learners to explain how to communicate with adults with different needs. Case studies or video recordings may be used as a stimulus. Learners may be able to provide evidence from practical work settings of their effective communication with different adults, verified with witness statements. The learner will need to include a brief self-assessment which explains how the communication was effective to meet the criterion.

For 3.1, learners will need to consider ways to communicate effectively with babies, children and young people. One example from each of the three groups will be needed. Case studies or video recordings may be used as a stimulus. Learners may be able to provide evidence of their communication with different babies, children and young people from practical work settings, verified with witness statements. The learner will need to include a brief self-assessment which explains how the communication was effective to meet the criterion.

## Suggested resources

### Books

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

### Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN: 9781846909368

### Websites

[www.kidsbehaviour.co.uk/](http://www.kidsbehaviour.co.uk/)

Source of advice on communicating with children

[www.mencap.org.uk/](http://www.mencap.org.uk/)

Mencap – see factsheet *Communication and People with a Learning Disability*

# Unit 5: Promoting Healthy Eating in Care

**Unit reference number:** R/501/7226

**Level:** Level 1

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

This unit aims to develop learners' knowledge of healthy drinks and snacks and how food contributes to health. Learners will have the opportunity to prepare healthy drinks and snacks.

## Unit introduction

This unit aims to help the learner to develop the skills required for preparing healthy drinks and snacks for groups in health and social care settings. Learners will be given the opportunity to find out about how food contributes to the health of individuals. The learner will be introduced to the types of drinks and snacks suitable for different groups of people. They will learn how to prepare healthy drinks and snacks to meet individual needs.

It is essential that the learner has practical experience of preparing drinks and snacks. This may be in a class or in a work setting.

## Essential resources

Learners will need appropriate resources to make drinks and snacks. If resources are not available, learners may be able to complete some of this unit in a practical work setting.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how food contributes to the health of individuals	1.1	Describe ways that food contributes to the health of individuals	<ul style="list-style-type: none"> <li>□ <i>Food for good health:</i> relative proportions of the five food groups: meat, fish and alternatives; milk and dairy food; fruit and vegetables; foods containing fat/sugar; bread, cereals and potatoes</li> <li>□ <i>Individuals:</i> babies, children, adults</li> <li>□ <i>Physical health:</i> growth, e.g. milk for bone growth for babies and children; energy e.g. pasta for adults to provide fuel for exercise; body functions, e.g. orange juice for babies, children and adults to fight infection; repair, e.g. chicken for adults after an operation</li> <li>□ <i>Emotional health:</i> wellbeing, e.g. mealtimes need to be relaxed and unhurried, presentation of food, personal preferences</li> </ul>
2	Know about healthy drinks and snacks for groups in health and social care settings	2.1	Outline healthy drinks and snacks for groups	<ul style="list-style-type: none"> <li>□ <i>Healthy drinks:</i> milk; hot milk drinks; fresh fruit juice; smoothies, e.g. made with fruit, yogurt, milk; water; sugar-free drinks</li> <li>□ <i>Healthy snacks:</i> fruit, e.g. fresh, dried, stewed; raw vegetables with dips e.g. houmous; yogurt; cereal with milk; cheese; wholemeal bread, e.g. sandwiches, bread sticks, toast, toasted sandwiches, pitta bread; wraps; crispbread; nuts and seeds; beans on toast; scrambled eggs on toast</li> <li>□ <i>Different groups of individuals:</i> young children; teenagers; elderly adults</li> </ul>



Learning outcomes		Assessment criteria		Unit amplification
3	Be able to make healthy drinks and snacks to meet individual needs	3.1	Make healthy drinks and snacks to meet individual needs	<ul style="list-style-type: none"> <li>□ <i>Hygiene</i>: food storage; hand washing; preparation areas; utensils; crockery</li> <li>□ <i>Safety</i>: correct use of equipment, e.g. knives, blenders; ensuring correct food is given to individuals</li> <li>□ <i>Health needs</i>: special dietary requirements, e.g. for diabetes, allergies e.g. to dairy products, eggs, wheat, nuts, coronary heart disease, e.g. low in saturated fat</li> <li>□ <i>Individual needs</i>: vegetarian; cultural, religious; personal preference; physical needs, e.g. unable to chew</li> </ul>
		3.2	serve drinks and snacks to meet individual needs	<ul style="list-style-type: none"> <li>□ <i>Presentation of food and drink</i>: amount, e.g. according to needs of individual, age, stage of development, health, appetite; colour; arrangement of food; appropriate plate, bowl</li> </ul>

## Information for tutors

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### Delivery

As many practical activities as possible should be included to help learners relate to the unit content. In addition, a wide range of delivery methods may be used including tutorials, presentations, videos, worksheets and internet sources.

The tutor could start delivery of this unit by asking learners to complete a personal food diary. To understand the concept of a balanced diet they could use the internet to compare their diet with the *eatwell plate* on the NHS Choices website. Learners could work in groups to assess the strengths and weaknesses of their diets and make recommendations for a more balanced diet.

Learners could analyse the nutritional balance of menus from different health and social care settings.

A dietician may be invited to talk to the group. Learners could prepare questions to ask the speaker about the importance of a balanced diet for different age groups.

To gain an understanding of how food contributes to the health of individuals, a mixture of tutor-led input and individual learner research is required. In small groups learners could find out about the specific dietary needs of babies, children and adults. Each group could present their findings to the other learners. The results of the research could be incorporated into posters, which could be displayed in the classroom.

Learning outcome 2 gives learners the opportunity to use a range of different methods to determine an extensive range of healthy snacks and drinks appropriate for the different groups. The internet and journals could provide useful sources of information. Learners could visit a food market to research appropriate food.

Learners could work in small groups to complete the research. The learner may keep a record of the different drinks and snacks they have found out about. This record may be used to provide evidence for 2.1.

The particular dietary needs of individuals could be covered by the use of different case studies. Learners could find out about and answer questions on a worksheet related to the case study and present their answers to the rest of the group. Learners could plan healthy snacks and drinks for the individuals in the case studies.

Learners should be given as much practical experience as possible during delivery of learning outcome 3. Opportunities to prepare and present healthy drinks and snacks, appropriate for different age groups, reflecting a wide range of health and individual needs, will provide learners with knowledge and skills which can be applied to the workplace.

Learners could plan, make and present healthy snacks and drinks for members of their peer group. Peer assessment could take account of hygiene, safety, presentation and taste. Learners could undertake self-assessment, assessing their strengths and weaknesses and incorporating conclusions and recommendations.

Visits to different settings would give learners the opportunity to observe how individual needs are met at mealtimes.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning.</p> <p>Activity – individual outline of food and drink consumed in the last 24 hours.</p> <p>Tutor-led discussion to provide details on the five food groups.</p> <p>Activity – compare individual diet against the <i>eatwell plate</i>.</p> <p>Group discussion – ‘How can you improve your diet?’</p> <p>Guest speaker, e.g. dietician, practice nurse, to speak about the importance of diet for health. Learners to prepare questions to ask on the dietary needs of babies, children and adults.</p> <p>Assessment – record how food contributes to health of different individuals, in a format suitable for parents/carers (learning outcome 1) [Functional Skills: Writing].</p>
<p>Activity – learners to research detail of different foods and drinks suitable for healthy snacks for young children, teenagers, elderly adults. Information could include components of fruit smoothie, content of ready-made sandwiches compared with home-made sandwiches. Research could include internet research, visits to settings, e.g. day centres, nurseries, shops.</p> <p>Present research findings to other groups.</p> <p>Assessment – learners to record information about healthy snacks and drinks in a format suitable for a display in different settings. For example, a nursery, after-school club, day centre or health centre (learning outcome 2).</p>
<p>Activity – quiz to test understanding of hygiene and safety in food preparation.</p> <p>Tutor-led discussion following feedback.</p> <p>Group research – each group selects a different dietary requirement and researches suitable snacks.</p> <p>Present research findings to other groups.</p> <p>Practical session – learners make healthy drinks and snacks for different dietary requirements.</p> <p>Assessment – make healthy drinks and snacks for different dietary requirements. Present drinks and snacks attractively. Demonstrate hygiene, and health and safety throughout (learning outcome 3).</p>
<p>Assessment feedback, review and evaluation of unit.</p>

## Assessment

For 1.1, learners will need to identify two different foods that are important for the health of each of the groups: babies, children and adults. For each food identified the learner will need to describe how it contributes to health. This information could be evidenced in a number of different ways, for example a leaflet or a poster.

To meet 2.1 learners need to outline different healthy drinks and healthy snacks for each of the groups of individuals referred to in the content: young children, teenagers, elderly adults. The drinks and snacks chosen should demonstrate understanding of the needs of each group and the food and drink that may be most appropriate. The learner needs to include information about the constituents of the drink and snack, for example the sandwich filling, the ingredients of a smoothie. The evidence for this criterion could be provided in a loose-leaf file as a reference document or as a chart or booklet.

To meet 3.1 and 3.2, learners need to make and serve two healthy drinks and snacks for two individuals with different needs. The learner must be able to demonstrate that they have selected appropriate drinks and snacks for the identified individuals. Learners must also show awareness of hygiene, safety and attractive presentation in making and serving the drinks and snacks. This may be evidenced through witness testimonies supported with photographic evidence. It is important that documentation is retained for internal and external verification.

### Suggested resources

#### Books

Ardito P, Witensky A, Byrnes S – *Healthy Snacks for Kids: Recipes for Nutritious Bites at Home or on the Go (Knack: Make it Easy Cooking)* (Knack, 2010)  
ISBN 9781599219172

Elias C – *The Ultimate Healthy Snack List Including Healthy Snacks for Adults and Healthy Snacks for Kids* (CreateSpace Independent Publishing, 2011)  
ISBN 9781456521264

Grant A – *Healthy Lunchboxes for Kids* (Ryland Peters and Small, 2010)  
ISBN 9781849750486

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

#### Websites

<a href="http://www.bbc.co.uk/health/treatments/">www.bbc.co.uk/health/treatments/</a>	Source of advice on healthy drinks
<a href="http://www.bbcgoodfood.com/content/recipes/">www.bbcgoodfood.com/content/recipes/</a>	Source of recipes for healthy snacks
<a href="http://www.food.gov.uk">www.food.gov.uk</a>	Food Standards Agency
<a href="http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx">www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx</a>	Eatwell plate
<a href="http://smoothiecast.co.uk">smoothiecast.co.uk</a>	Source of recipes for smoothies

# Unit 6: Creative Activities for Children

**Unit reference number:** F/501/7223

**Level:** Level 1

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

The aim of this unit is to introduce learners to different creative activities for children. Learners will have the opportunity to participate in an activity and develop work-related skills.

## Unit introduction

This unit aims to help the learner develop the skills required for working with children, including work-related skills such as self-management, time management, being an effective team member, problem solving, working safely and communication skills. Learners will develop these skills within the context of finding out about the different types of creative activities children of different age groups may experience. The learner will be introduced to a range of creative activities suitable for pre-school and school-aged children.

While examples of creative activities are given in the unit content, we recognise that creative play can encompass more than the activities outlined in this unit.

The unit may be delivered in class or in a work setting. However, it is essential that the learner has significant practical experience of the different types of creative activities available to children of different ages.

## Essential resources

A range of different types of materials and tools will be necessary for the unit, for example different types of paint and paintbrushes, clay, textiles, modelling materials etc.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about creative activities for children	1.1	Describe creative activities for children aged 0–3, 3–5, 5–11, 11–16 years	<ul style="list-style-type: none"> <li>□ <i>Children:</i> 0–3 years; 3–5 years; 5–11 years; 11–16 years</li> <li>□ <i>Drawing:</i> e.g. ballpoint and felt pens, pencil, charcoal, wax resist, chalks, crayons</li> <li>□ <i>Collage:</i> e.g. white paper on coloured paper, coloured and textured paper, wool, string, fabric, found oddments</li> <li>□ <i>Painting:</i> e.g. bubble paints, blot painting, splatter painting, colour mixing, finger painting, straw painting; water colours, oil paints</li> <li>□ <i>Printing:</i> e.g. card edge, natural objects, string/block printing, leaf prints, mono printing</li> <li>□ <i>Puppets:</i> e.g. junk puppets, masks, mobiles, finger/hand puppets</li> <li>□ <i>Modelling:</i> e.g. junk, large junk, papier maché, clay, play dough</li> <li>□ <i>Crafts:</i> e.g. tie and dye, plaiting, twisting, knotting, stitching, weaving wool and/or paper</li> <li>□ <i>General skills:</i> presenting children’s work; identifying different types of paper and their uses; cutting paper safely</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to demonstrate the work-related skills required in supporting creative activities for children	2.1	Participate in a creative activity for children and demonstrate: <ul style="list-style-type: none"> <li>• self-management skills</li> <li>• a positive contribution as a team member</li> <li>• meeting agreed deadlines</li> <li>• problem-solving skills</li> <li>• safe practice</li> <li>• communication skills</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>Self-management</i>: flexibility; taking responsibility, e.g. gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback</li> <li>□ <i>Time management</i>: attendance; punctuality; completing task within agreed timeline</li> <li>□ <i>Team member</i>: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others</li> <li>□ <i>Problem solving</i>: identifying problem, e.g. lack of materials, materials will not work; making suggestions on how to solve problem; creative thinking</li> <li>□ <i>Health and safety</i>: safe use of tools, e.g. scissors, needles; non-toxic paints; unsuitable materials, e.g. polystyrene chips, toilet rolls</li> <li>□ <i>Communication skills</i>: applying literacy skills, e.g. reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities with colleagues, tutor, children</li> </ul>
3	Be able to assess own work-related skills in supporting children's creative activities	3.1	Assess own work-related skills in supporting children's creative activities	<ul style="list-style-type: none"> <li>□ <i>Assess own work</i>: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development</li> </ul>

## Information for tutors

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### Delivery

This unit is a practical unit. The learner should have the opportunity to plan and experience a wide range of different children's creative activities. With this knowledge, the learner should be able to go into a workplace and make suggestions at team meetings about creative activities that are appropriate for the age of the children that they are working with. Learners are not expected to have an in-depth knowledge of child development.

The unit may be delivered in class or in a work setting. However, it is essential that the learner has significant practical experience of the different types of creative activities available to children of different ages.

Throughout the unit the learner should be assessed on their work-related skills. Where possible, each session should give the learner the opportunity to demonstrate their self-management skills, ability to work as an effective team member, ability to solve problems and effective communication skills. Throughout delivery of this unit, the learner should be assessed on their ability to manage their time when planning, experimenting and tidying up at the end of the session. These are all critical work-related skills for working in children's settings. Learners will need to have a working knowledge of the health and safety issues related to preparing craft activities (for example safe use of scissors, ensuring paints are non-toxic, knowing that some materials are not safe for young children to handle, for example polystyrene chips). Learners may take turns to lead a small group in planning, preparing, experiencing and completing the activity.

The unit focuses on four different age groups of children: 0–3 years, 3–5 years, 5–11 years and 11–16 years. Learners are not required to experience activities for every year within each age group. The purpose of the age groups is to help the learner understand that children will be able to achieve more as they develop.

Each session should focus on one or more type of activity. Following an introduction to the unit, the first session may focus on the different types of paper that are available and their uses. Learners may then make up different types of paints and mix colours. As one assessment criterion is for the learner to make a positive contribution as a team member, the activities could be carried out in small teams.

At the end of each session, the learner could carry out a self-assessment of how effective their own work-related skills were during the activity. Peer assessment and tutor feedback could also be a useful source of information. This information may be recorded on a checklist or through other forms of recording documentation.

Collage is a popular form of creative activity in children's settings. However, it can be difficult for young children in particular if they do not have the ability to cut different materials or the appropriate tools. Learners should be given the opportunity to create collages using different types of materials, including textiles. They could also experiment with different types of glue to see which are the most effective.



Paints are generally found in all children's settings. Learners should be encouraged to experiment with different types of paint (for example, watercolour, poster paints, pastels, oils). They could then decide which age group could cope more effectively with each type of paint. Having experimented, the learner may then present the completed work to a high standard of presentation. This will help them develop the skills of displaying children's work.

Printing is also a popular creative activity in children's settings. Learners should be encouraged to gather different 'printing' tools, for example card, tools, natural objects. They could also experiment to find the most appropriate way to put on sufficient paint to ensure a good print without having excessive paint. The learner may also be encouraged to share their experiences when working with children, for example younger children tend to 'paint' rather than print. The learner may also want to experience hand and foot printing and the importance of good organisation to ensure safety and minimal mess.

Making puppets can be good fun and the learner could research the different types of puppet that can be made before the session begins. They would then need to gather appropriate materials and have time to make different types of puppets.

Before the learner can experience three-dimensional modelling they need to gather different materials. This may include food packaging, different types of paper, straws, wooden stirrers, cardboard boxes, etc. The learner should then be encouraged to make small and large models. As with the collage activities, the learner will experience the challenges of cutting different thicknesses of materials and using the most appropriate types of glue. Learners should also have the opportunity to use clay and make different types of dough.

Many children will not have experienced different crafts, for example knitting, sewing. This session could be an opportunity for peer tutoring using the skills that they are familiar with. Learners could also have the opportunity to experience weaving using both materials and paper.

Throughout this unit the learner may keep a record of the different types of creative experience they have encountered. This record may be used to provide evidence for 1.1.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning.
Practical – sessions to experience a range of creative activities suitable for children aged 0–3, 3–5, 5–11 and 11–16.
Assessment – record practical sessions undertaken, for example, a file with completed products, display, photographic evidence. Learner to include notes with information on resources, health and safety issues and the suitable age range (Learning outcome 1).
Tutor-led discussion – identify work skills needed for participation in practical sessions.
Practical – create a way to record the work skills included in the unit content.
Activity – individual recording of own work skills used in practical sessions and self-assessment.
One-to-one tutorial to discuss work skills and self-assessment.
Assessment – evidence of work-related skills identified in assessment criterion 2.1 demonstrated throughout delivery of unit (learning outcomes 1, 2 and 3).
Assessment feedback, review and evaluation of unit.

## Assessment

For 1.1, the learner should be able to describe four different creative activities, at least one for each age range. The activities chosen should demonstrate understanding of the age range that the activity may be most appropriate, for example making glove puppets with the older age group but finger painting with the youngest age group. The description should include information about the resources necessary for the activity and health and safety issues. This work may be presented in a variety of different ways, for example a file with photographic evidence and a commentary to support it, poster or booklet. Lengthy descriptions of each activity are not required.

Assessment criterion 2.1 may be evidenced through witness testimonies, observation reports, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. The learner must be able to demonstrate that by the end of the unit they have developed each of the work-related skills stated in the unit content. It may be helpful for the learner to complete a review of their progress at the end of each session.

This will then be a valuable source of evidence for assessment criterion 3.1 when the learner is required to assess their own work-related skills. This criterion may be assessed through one-to-one discussions with the tutor/line manager or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

## Suggested resources

### Books

Brunton P and Thornton L – *The Early Years Handbook: A comprehensive guide to managing provisions in the early years foundation stage* (Optimus Publishing, 2007) ISBN 9781905538348

Pica R – *Moving and Learning across the curriculum: More than 300 activities and games to make learning fun* (DELMAR, 2006) ISBN 9781418030759

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

Schirmmacher R and Englebright Fox K – *Art and Creative Development for Young Children* (DELMAR, 2008) ISBN 9781428359208

Williams Browne K and Gordon A – *Beginning and Beyond (Foundation in Early Childhood Education, 7th Edition)* (DELMAR, 2008) ISBN 9781418048655

### Journals and/or magazines

*Child Education*

*Nursery World*

*Play Today*

### Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN 9781846909368

### Websites

<a href="http://www.abcteach.com">www.abcteach.com</a>	Source of free printable worksheets
<a href="http://www.bigeyedowl.co.uk">www.bigeyedowl.co.uk</a>	Guide to information and resources for children's activities
<a href="http://www.child-central.com">www.child-central.com</a>	Website dedicated to child development and learning
<a href="http://www.communityinsight.com">www.communityinsight.com</a>	Resources for professional development for working with children
<a href="http://www.pitara.com/activities">www.pitara.com/activities</a>	Source for activities for children
<a href="http://www.underfives.co.uk">www.underfives.co.uk</a>	Pre-school education and learning information and resources.

# Unit 7: Creative and Leisure Activities for Adults in Health and Social Care

**Unit reference number:** L/501/7225

**Level:** Level 1

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

The aim of this unit is to introduce learners to creative and leisure activities for adults in health and social care. Learners will have the opportunity to participate in an activity and to develop their work-related skills.

## Unit introduction

This unit aims to help the learner develop the skills required for working with adults by finding out about a range of different types of creative and leisure activities for adults. The learner will be introduced to a range of creative and leisure activities suitable for different groups of adults in health and social care settings. Throughout the unit the learner will have the opportunity to develop the skills essential for working with adults in health and social care settings including self-management, being an effective team member, problem-solving and communication skills.

## Essential resources

A range of different resources is required for this unit, for example access to painting and drawing materials, modelling materials, digital cameras, games. If equipment is not available, learners may be able to complete this unit in a practical work setting. Alternatively, learners can visit settings to observe the different types of equipment being used with different groups of adults.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about creative and leisure activities for adults	1.1	Describe creative activities for adults	<ul style="list-style-type: none"> <li>□ <i>Adults:</i> physical difficulties, e.g. mobility, hearing, vision, manipulation; learning disabilities; ill health; frailty; mental health, e.g. memory, concentration</li> <li>□ <i>Creative activities:</i> painting, e.g. oil, watercolour; drawing, e.g. charcoal, pastel, inks; photography; drama; pottery/clay modelling; sewing; weaving; knitting</li> </ul>
		1.2	Describe leisure activities for adults	<ul style="list-style-type: none"> <li>□ <i>Leisure activities:</i> reading, e.g. newspapers, large print books/newspapers, audio books; exercise, e.g. walking, swimming, exercise classes; gardening/growing; outings, e.g. to museums, galleries, stately homes, gardens; entertainment, e.g. to cinema, theatre, concerts, bingo, restaurants, pubs; games, e.g. word games, puzzles, quizzes, computer; music, e.g. singing, playing instruments, listening to music; cooking</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to use work-related skills required for creative and leisure activities for adults	2.1	Participate in creative and leisure activities for adults and demonstrate: <ul style="list-style-type: none"> <li>• self-management skills</li> <li>• a positive contribution as a team member</li> <li>• meeting agreed deadlines</li> <li>• problem-solving skills</li> <li>• safe practice</li> <li>• communication skills</li> <li>• the use of IT</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>Self-management</i>: e.g. flexibility, taking responsibility, self-starting, assertiveness</li> <li>□ <i>Team member</i>: e.g. respecting others, cooperating, negotiating/persuading, contributing to discussions, awareness of interdependence on others; discussing activities with colleagues, tutor, adults; readiness to improve own performance based on feedback</li> <li>□ <i>Time management</i>: attendance, punctuality, completing task within agreed deadline</li> <li>□ <i>Health and safety</i>: safe use of tools and equipment e.g. scissors, needles; non-toxic paints; safety outdoors; safe use of equipment; working in groups; taking risks in a safe environment</li> <li>□ <i>Communication skills</i>: e.g. applying literacy skills, able to produce clear and accurate records, listening and questioning skills; listening to instructions, reading tasks, recording activities</li> <li>□ <i>Problem solving</i>: e.g. identifying problem, making suggestions on how to solve a problem, creative thinking</li> <li>□ <i>Application of number</i>: e.g. manipulating numbers, maths awareness, applying mathematics in a practical context</li> <li>□ <i>Application of IT</i>: e.g. basic IT skills, use of internet search engines; safe practice e.g. identifying potential hazards, risks</li> </ul>
3	Be able to assess own work-related skills in creative and leisure activities for adults	3.1	Assess own work-related skills required for providing creative and leisure activities for adults	<ul style="list-style-type: none"> <li>□ <i>Assess own work</i>: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development</li> </ul>

## Information for tutors

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### Delivery

The unit focuses on creative and leisure activities that may be appropriate for different groups of adults in health and social care settings; those with physical disabilities, those with learning disabilities, those who are ill and frail and those with mental health difficulties.

This unit is a practical unit. The learner should experience activities for adults and also set up different activities for different groups of adults. Throughout the unit the learner's work-related skills will be assessed. Where possible, sessions should give the learner the opportunity to demonstrate their: self-management skills; ability to work as an effective team member; ability to solve problems; and effective communication skills. Learners may take turns to lead a small group in planning, preparing, experiencing and completing the activity.

Learners will need to have a working knowledge of the health and safety issues related to creative and leisure activities when working with vulnerable adults.

The unit may be delivered in two ways. The tutor could hold different sessions focusing on different groups of adults and the types of activities appropriate to them. Or tutors could hold different sessions focusing on the activity and then match the activity to the groups of adults they may be suitable for.

Learners may work in small teams to plan, prepare, experience and complete oil and watercolour painting or charcoal and pastel drawing. Discussion following the activity could focus on the suitability of each of the activities for the different groups of adults. The learner could carry out a self-assessment of how effective their own work-related skills were during the activities. Peer assessment and tutor feedback could also be a useful source of information. This information may be recorded on a checklist or through other forms of recording documentation.

Modelling with clay is an activity enjoyed by many adults as it has therapeutic benefits as well as encouraging creativity. Before learners can experience clay modelling they will need to plan the activity carefully as clay is very messy. Protective clothing and covering for tables will be required. Tools suitable for sculpting the clay could be made available.

Photography is a popular activity with many adults. Learners could be given the opportunity to use digital cameras to take portraits or images of natural environments, and to practise downloading, editing and enlarging images.

Opportunities should be made available for the learner to gather simple recipes that may be used with adults in health and social care settings. These could include making bread, sandwiches, porridge, light meals, etc. This session should focus on the health and safety issues which may arise with different groups of adults.

The learner could experience a range of different types of games for adults. They may be able to bring in games that they have at home to share with other learners. A session may also be spent researching computer games. Several websites have quizzes and word games. Learners could consider the suitability of the games for the different groups of adults and discuss how the games may be adapted, for example larger font for adults with visual impairment.

Learners could visit the local library to choose and select reading materials available to different groups of adults.

Learners could work in groups to research how different groups and adults could access a range of activities. They could provide a handout reference for other learners.

Learners could work in groups to plan an outing for a group of adults whose needs and interests are outlined in a case study.

Through this unit the learner may keep a record of the different types of activities they have experienced. This record may be used to provide evidence for 1.1 and 1.2.

This unit may be delivered in class or in a work setting. However, it is essential that the learner has significant practical experience of the different types of activities available to adults. The list of activities provided in the unit content is not supposed to be exhaustive, and other appropriate activities can be included.

Visits to settings would provide opportunities for learners to observe and, if possible, participate in creative and leisure activities with groups of adults. Witness statements or a checklist signed by tutors or supervisors recording the learner's use of work-related skills could provide evidence towards 2.1.

Activity coordinators from different settings could be invited to speak about their experience of leisure and creative activities for adults. Learners could prepare questions to ask speakers about the adult's enjoyment of the activities, planning, health and safety issues solving any problems that arose. This will help learners to understand the importance of work-related skills in providing leisure and creative activities for adults.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and structure of the programme of learning.
Practical – sessions to experience a range of creative and leisure activities suitable for adults with different needs.
Assessment – record practical sessions undertaken, for example a file with completed products, display, photographic evidence. Learner to include notes with information on resources, health and safety issues and suitability for adults' needs (learning outcome 1).
Tutor-led discussion – identify work skills needed for participation in practical sessions.
Practical – create a way to record the work skills included in the unit content.
Activity – individual recording of own work skills used in practical sessions and self-assessment.
One-to-one tutorial to discuss work skills and self-assessment.
Assessment – evidence of work-related skills identified in assessment criteria 2.1 demonstrated throughout delivery of unit (learning outcomes 1, 2 and 3).
Assessment feedback, review and evaluation of unit.



## Assessment

For 1.1, the learner should be able to describe different creative activities. The activities chosen should demonstrate understanding of the adults that the activity may be most appropriate for, for example clay modelling with adults with visual impairments but watercolour painting with frail adults. The description should include information about the resources necessary for the activity and health and safety issues. This work may be presented in a variety of different ways, for example as a file, photographic evidence and a commentary to support it, a poster or booklet. Lengthy descriptions of each activity are not required.

For 1.2, the learner should be able to describe four different leisure activities. The activities chosen should demonstrate understanding of the adults that the activity may be most appropriate for, for example swimming at the leisure centre for adults with learning disabilities but growing tomatoes in pots for adults with mobility difficulties. The description should include information about the resources necessary for the activity and health and safety issues. This work may be presented in a variety of different ways, for example a file, a poster, or a booklet. Lengthy descriptions of each activity are not required.

Assessment criterion 2.1 may be evidenced through witness testimonies, observation records, peer-group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. The learner must be able to demonstrate that by the end of the unit they have participated in at least two activities and have developed each of the work-related skills stated in the unit content. It may be helpful for the learner to complete a review of their progress at the end of each session.

This review will then be a valuable source of evidence for 3.1 when the learner is required to assess their own work-related skills. This criterion may be assessed through one-to-one discussions with the tutor/line manager or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

## Suggested resources

### Books

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

### Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN 9781846909368

# Unit 8: Learning Experiences for Young Children

**Unit reference number:** Y/502/3383

**Level:** Level 1

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

The aim of this unit is to introduce the learner to a range of learning experiences suitable for babies, toddlers and pre-school children.

## Unit introduction

Throughout this unit learners will develop the skills that are essential for caring for young children including self-management, time management, being an effective team member, working safely, problem solving, communication and IT. These skills will be developed within the context of finding out about and providing learning experiences for young children.

It is essential that learners have significant practical experience of the different types of learning experiences available to children.

## Essential resources

Learners need access to a range of different resources for this unit, for example access to musical instruments, different types of table-top games, outdoor equipment. If equipment is not available, learners may be able to complete this unit in a practical work setting.

Alternatively, learners may visit settings to observe the different types of equipment being used with children aged 0–3 and 3–5 years.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about learning experiences for young children	1.1	Describe learning experiences for young children aged 0–3 and 3–5 years	<ul style="list-style-type: none"> <li>□ <i>Learning experiences 0–3 years:</i> language, e.g. books, stories, rhymes; music, e.g. singing, listening, moving; treasure baskets; use of household utensils; playing with pram and bath toys; games, e.g. peek-a-boo, table-top games; outdoor activities, e.g. visit to park, shops, seaside</li> <li>□ <i>Learning experiences 3–5 years:</i> books, stories, rhymes and poems; music, e.g. singing, listening, playing, moving; games, e.g. jigsaw puzzles, table-top games, computer software; outdoor activities, e.g. gardening, ball games, kites, parachute games; cooking and baking</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to demonstrate personal skills required for providing learning experiences for young children	2.1	<p>participate in a learning experience for young children and demonstrate:</p> <ul style="list-style-type: none"> <li>• self-management skills</li> <li>• a positive contribution as a team member</li> <li>• meeting agreed deadlines</li> <li>• problem-solving skills</li> <li>• safe practice</li> <li>• communication skills</li> <li>• the use of IT</li> </ul>	<ul style="list-style-type: none"> <li>□ Self-management: flexibility; taking responsibility, e.g. gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback</li> <li>□ Team member: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others</li> <li>□ Time management: attendance; punctuality; completing task within agreed timeline</li> <li>□ Health and safety: outdoors; equipment; children working in groups; taking risks in a safe environment</li> <li>□ Communication skills: applying literacy skills; able to produce clear and accurate records of activities; listening and questioning skills; discussing activities with colleagues, tutor, children</li> <li>□ Problem solving: identifying problem, e.g. lack of materials, materials will not work; making suggestions on how to solve a problem; creative thinking</li> <li>□ <i>Application of IT</i>: basic IT skills, e.g. use of word, email; use of internet search engines e.g. identifying resources, ideas; safe practice, e.g. identify potential hazards, risks</li> </ul>
3	Be able to assess own personal skills in providing learning experiences for young children	3.1	Assess own personal skills required for providing learning experiences for young children	<ul style="list-style-type: none"> <li>□ <i>Assess own work</i>: constructive feedback from colleagues/tutor/line manager; areas of strength and weakness; setting targets for further development</li> </ul>

## Information for tutors

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### Delivery

This unit is a practical unit. Learners should provide learning experiences for children and also set up different experiences for children aged 0–3 and 3–5. Throughout this unit learners' personal skills will be assessed.

The unit can be delivered in two ways. The tutor could either hold different sessions focusing on the age group and the types of learning experience appropriate to them, or they could hold different sessions focusing on the experience and then matching the experience to the age group of the children.

Learners could be given the opportunity to visit the local library and choose a selection of books and stories that are suitable for young children within the two age groups. They should then be given the opportunity to read a story to a small group of children, if possible, or to other learners. Learners should also be encouraged to build up a small repertoire of finger rhymes and poems which could be used with children aged 0–3 or 3–5.

Learners should understand that there are four different areas within music, i.e. singing, listening, playing and moving. Using these categories as a base, learners could then build up a small repertoire of songs that are suitable for children of different ages. They could also find music that children may enjoy listening and moving to. Learners should be able to identify simple instruments and have the opportunity to 'play' them, for example xylophone, different types of drum, glockenspiel, bells, chime bars. A visit to a local school or nursery to see the instruments in action could be a valuable experience for learners.

Learners could be given the opportunity to experience a range of different types of games for children. They may be able to bring in games that they have at home to share with other learners. A session may also be spent researching computer games. Several websites have games available for children aged 0–3 and 3–5. Learners could consider the educational value, level of interest, recommended age, etc.

If possible, learners should have the opportunity to experience a range of different outdoor games, for example using a parachute, ball games, 'sport' games, such as egg and spoon race, sack race. Health and safety issues should be discussed. Gardening may also be included in this session, for example planting cress, mustard, seeds, flowers and vegetables.

Opportunities should be made available for learners to gather simple recipes that may be used with children of different ages. These could include making bread, sandwiches, porridge, etc. Discussions during this session should focus on how health and safety are ensured when working with children.

Throughout this unit learners could keep a record of the different types of learning experience they have provided, and for which age groups. This record may be used to provide evidence for 1.1.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and structure of the programme of learning.

Practical – sessions to experience a range of learning experiences suitable for children aged 0–3 and 3–5.

Assessment – record practical sessions undertaken, for example a file with completed products, display, photographic evidence. Learners to include notes with information on resources, health and safety issues and the suitable age range (learning outcome 1).

Tutor-led discussion – identify skills needed for participation in practical sessions.

Practical – create a way to record the skills included in the unit content.

Activity – individual recording of own work skills used in practical sessions and self-assessment. Discussion with tutor to identify areas of improvement (learning outcome 2).

One-to-one tutorial to discuss work skills and self-assessment.

Assessment – evidence of skills identified in assessment criterion 2.1 demonstrated throughout delivery of unit (learning outcome 3).

Assessment feedback, review and evaluation of unit.

## Assessment

To achieve assessment criterion 1.1, learners should describe at least two different learning experiences for each of the age groups identified in the unit content (at least four in total). The description could include information about the resources necessary for the experience and the associated health and safety issues. This work may be presented in a variety of different ways, for example a file with photographic evidence and a commentary to support it, a poster or a booklet.

Assessment criterion 2.1 may be evidenced through witness testimonies, observation records, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. Signed witness statements or observation records must be retained for verification purposes. Learners must demonstrate that, by the end of the unit, they have gained each of the personal skills stated in the unit content. It may be helpful for learners to complete a review of their progress at the end of each session. This will then be a valuable source of evidence for 3.1 when they are required to assess their own personal skills.

Assessment criterion 3.1 may be assessed through one-to-one discussions with the tutor/line manager or through written evidence. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

## Suggested resources

### Books

Brunton P and Thornton L – *The Early Years Handbook: A Comprehensive Guide To Managing Provisions In The Early Years Foundation Stage* (Optimus Publishing, 2007) ISBN 9781905538348

Hobart C and Walker M – *A Practical Guide to Activities for Young Children, 4th Edition* (Nelson Thornes, 2009) ISBN 9781408504864

Williams Browne K and Gordon A – *Beginnings and Beyond: Foundation in Early Childhood Education, 9th Edition* (Delmar, 2013) ISBN 978-1133940531

### Websites

<a href="http://www.abcteach.com">www.abcteach.com</a>	Source of free printable worksheets
<a href="http://www.bigeyedowl.co.uk">www.bigeyedowl.co.uk</a>	Guide to information and resources for children's activities
<a href="http://www.child-central.com">www.child-central.com</a>	Dedicated to child development and learning
<a href="http://www.pitara.com/activities">www.pitara.com/activities</a>	Source activities for children
<a href="http://www.underfives.co.uk">www.underfives.co.uk</a>	Pre-school education and learning information and resources

# Unit 9: Encouraging Children to Eat Healthily

**Unit reference number:** F/502/3376

**Level:** Level 1

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

This unit aims to help the learner to find out about healthy eating for children and to plan and take part in activities to encourage children to eat healthily.

## Unit introduction

It is important for learners to understand the principles of healthy eating and how they apply to children. Learners need to appreciate the range of ways in which healthy eating can be encouraged to be able to provide a range of appropriate experiences for children.

This unit aims to develop knowledge and understanding in these key areas as well as building up skills such as self-management, time management, contributing to a team, problem solving, working safely and communication which are essential for work.

The first part of the unit investigates the characteristics of healthy eating and considers how these apply to children at different stages. The second part of the unit explores the range of activities and experiences in which children can be involved to encourage them to eat healthily. In the third part of the unit learners are given the opportunity to develop the skills that are essential for caring for children through planning, preparing and implementing activities for children. In the last part of the unit learners assess the skills they have used during the unit.

## Essential resources

Resources for learners to implement activities or experiences to encourage children to eat healthily will be required. If resources are not available learners may be able to complete some of this unit in a practical work setting.



## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about healthy eating for children	1.1	Describe healthy eating principles for children	<ul style="list-style-type: none"> <li>□ <i>Healthy eating principles:</i> five portions of fruit and vegetables a day; low salt; no added sugar; balanced diet; variety of foods; avoid additives; avoid food colouring; water; low saturated fat; starchy foods for energy</li> </ul>
		1.2	Describe healthy eating needs of children aged 0 months-3 years	<ul style="list-style-type: none"> <li>□ <i>Particular needs of children aged 0–3 years:</i> small, frequent meals and snacks; semi-skimmed milk after 2 years; avoid nuts; avoid colouring and additives</li> </ul>
		1.3	Describe healthy needs of children aged 3-5 years	<ul style="list-style-type: none"> <li>□ <i>Particular needs of children aged 3–5 years:</i> avoid sweet fizzy drinks; offer starchy food for snacks such as bread for energy; only occasionally offer foods high in sugar and salt for snacks, e.g. cakes, biscuits, crisps, chocolate, sweets; skimmed milk and dairy produce for healthy bones, avoid colouring and additives</li> </ul>
2	Know about activities and experiences to encourage children to eat healthily	2.1	Outline activities to encourage children to eat healthily	<ul style="list-style-type: none"> <li>□ <i>Cooking/food preparation activities:</i> types of activity, e.g. making bread, pizzas, sandwiches, wraps, soup, fruit salad, kebabs, meatballs, oat biscuits, smoothies, pancakes</li> <li>□ <i>Experiences:</i> e.g. food tasting; shopping (supermarket, market), farm visits, gardening (growing vegetables/herbs), pick your own fruit, games, creative activities, barbeque</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to plan, prepare and participate in activities to encourage children to eat healthily	3.1	<p>As a team member, plan, prepare and participate in an activity to encourage children to eat healthily and demonstrate:</p> <ul style="list-style-type: none"> <li>• self-management skills</li> <li>• a positive contribution as team member</li> <li>• meeting agreed deadlines</li> <li>• problem-solving skills</li> <li>• safe practice</li> <li>• communication skills</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>Self-management</i>: flexibility; take responsibility, e.g. gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback</li> <li>□ <i>Time management</i>: attendance; punctuality; completing task within agreed timeline</li> <li>□ <i>Team member</i>: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others</li> <li>□ <i>Problem solving</i>: identifying problem, e.g. lack of resources, equipment broken, making suggestions how to solve problems; creative thinking</li> <li>□ <i>Health and safety</i>: hygiene; checking equipment; recognising hazards</li> <li>□ <i>Communication skills</i>: applying literacy skills, e.g. reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities with colleagues, tutor</li> </ul>
4	Be able to assess own personal skills in supporting healthy eating activities	4.1	Assess own personal skills in supporting healthy eating activities	<ul style="list-style-type: none"> <li>□ <i>Assess own skills</i>: constructive feedback from colleagues/group members/tutor/supervisor; areas of strength and weakness; setting targets for further development</li> </ul>

## Information for tutors

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### Delivery

This unit may be delivered in a class or in a work setting. However it is essential that the learner has practical experience of different types of activities to encourage children to eat healthily. While examples of activities are given in the unit content, activities to encourage children to eat healthily can encompass more than the activities outlined in this unit.

This unit focuses on activities that may be appropriate for children to encourage them to eat healthily. Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, seminars, practical workshops, simulations, external trips and guest speakers. As many practical activities should be included as possible to help learners relate to the content of the unit. In this unit the learner's personal skills will be assessed through planning and implementing a healthy eating activity with a group. Learners will need to have a working knowledge of the health and safety issues related to food preparation and activities with children.

To introduce the unit tutors could assess learners' knowledge of the principles of healthy eating by using a quiz. The quiz could be marked as a whole-group activity, generating discussion. The key features of a healthy diet could be collated on the board/flip chart.

To gain an understanding of how to apply the principles of healthy eating to younger and older children, a mixture of tutor-led input and individual learner research is required. Small-group work could focus on the specific dietary needs of children aged 0–3 years and 3–5 years using websites, books and journals. Each group could present their findings to the other learners in the form of a suitable day's menu for a child, to include all meals, drinks and snacks. These menus could be incorporated into posters of weekly menus for children aged 0–3 years and 3–5 years which could be displayed in the classroom.

A dietician may be invited to talk to the group to help to consolidate learning. Learners could prepare questions to ask the speaker about what is needed and what should be avoided to ensure that diets for babies and young children.

For learning outcome 2, learners need to be introduced to a wide range of possible activities and experiences which could encourage children to eat healthily. This may be achieved in a variety of ways. Learners could conduct paired research using websites and prepare factsheets of their findings for other learners. Visits to different childcare settings to observe, and if possible participate in, activities and experiences to encourage children to eat healthily would help learners to relate theory to practice. A practitioner from a childcare setting could be invited as a guest speaker to share ideas about possible activities and experiences which would be suitable for children of different ages.

Learners could be encouraged to keep a record of appropriate activities which will help them to meet the requirements of assessment criterion 2.1.

For learning outcome 3, learners should be involved in selecting an activity to encourage children to eat healthily for their team to plan. Teams could be made up of around three to five people.

Learners could work in groups to design a checklist to use to record when and how they use personal skills during planning, preparing and participating in the activity. A group discussion could follow to clarify the personal skills required and draw up an agreed checklist.

In their team, learners can discuss possibilities for tasks and decide which tasks are manageable, achievable and match the skills and interests of the team members in 'what if?' scenarios. Learners could agree an action plan which involves contributions from all team members.

Implementation of each of the activities could take the form of role play with other members of the group taking the part of the children. This would provide further opportunity for individuals to demonstrate personal skills such as communication, problem-solving skills, safe practice. The whole group could be involved in peer assessment of communication skills which would be helpful for learners when completing a self-assessment of their personal skills for assessment criterion 4.1.

Alternatively, it may be possible for learners to participate in healthy eating activities with groups of children. Witness statements or a checklist signed by tutors or supervisors recording the learner's use of personal skills could provide evidence towards 3.1.

Learners should be encouraged to analyse their own performance in the team task for 4.1 using evidence from their checklist. Learners should concentrate on their own personal skills as a member of the team rather than how well the outcome was achieved.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Tutor-led discussion on how we communicate, and how adults communicate with children.</p> <p>Activity – tutor demonstration of different forms of communication including verbal, non-verbal and active listening and how adults use these when communicating with children.</p> <p>Practical activities to reinforce understanding of different forms of communication including, e.g. charades, pictictionary.</p> <p>Guest speakers – parents with children. Learners encouraged to observe and, where possible, communicate with children playing.</p> <p>Assessment: learner to produce notes on different forms of communication for their future reference (learning outcome 1).</p>
<p>Tutor-led discussion on how children communicate with each other.</p> <p>Learners observe how children communicate with each other through observing and analysing video clips of children playing and case studies or through visits to childcare settings. Learners encouraged to discuss observations.</p> <p>Assessment: learners to record how children communicate with each other (learning outcome 2).</p>

### Topic and suggested assignments/activities

Tutor-led discussion on how adults can interact and communicate with children and why communication may be different for children of different ages.

Practical: learners to devise a checklist to use when observing adults interacting and communicating with children.

Practical: observation of effective interaction and communication through watching videos and discussing them or through a visit to a childcare setting.

Practical: learners to be given scenarios of where adults need to interact and communicate with children. Learners to decide how they would communicate with the child and present this to the rest of the group.

Assessment: learners to provide evidence of the different methods adults use when interacting with children and why communication differs for children of different ages, e.g. observation notes from guest speakers, use of checklist (learning outcome 3).

Assessment feedback and review of unit.

### Assessment

For assessment criterion 1.1, learners need to include information about the principles of healthy eating that apply to children. Assessment criteria 1.2 and 1.3 could be demonstrated by giving details of suitable snacks, meals and drinks for one day for a child aged 0–3 years and a child aged 3–5 years. This could be in the form of a leaflet for parents or a poster.

To meet assessment criterion 2.1, learners need to give brief details about different cooking/food preparation activities to encourage children to eat healthily.

Assessment criterion 3.1 may be evidenced through witness testimonies, peer group assessment, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. The learner must be able to demonstrate that they have developed each of the personal skills stated in the criterion and content. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification. It is not necessary for children to be present during the activity.

Learners must assess their own performance in the team task for assessment criterion 4.1, using evidence from their checklist. Learners should concentrate on their behaviour and skills as a member of the team rather than how well the outcome was achieved.

## Suggested resources

### Books

Ardito P, Witensky A, Byrnes S – *Healthy Snacks for Kids: Recipes for Nutritious Bites at Home on the Go (Knack: Make it Easy Cooking)* (Knack, 2010)  
ISBN 9781599219172

Baily M – *Healthy Eating Choices (Healthy Kids)* (Child's World, 2013)  
ISBN 9781623235406

Pantley E – *The No-Cry Picky Eater Solution: Gentle Ways to Encourage your Child to Eat – and Eat Healthily* (McGraw-Hill Contemporary, 2011)  
ISBN 9780071744362

### Websites

[www.allkids.co.uk/kids-healthy-eating/index.html](http://www.allkids.co.uk/kids-healthy-eating/index.html)

*All Kids* online magazine

[www.bbc.co.uk/health/treatments/](http://www.bbc.co.uk/health/treatments/)

BBC – advice on nutrition and healthy eating

[www.childrensfoodtrust.org.uk/](http://www.childrensfoodtrust.org.uk/)

Children's Food Trust

[www.nhs.uk/Livewell/healthy-eating/Pages/Healthyeating.aspx](http://www.nhs.uk/Livewell/healthy-eating/Pages/Healthyeating.aspx)

NHS choices – advice on healthy eating

[www.nutrition.org.uk/](http://www.nutrition.org.uk/)

British Nutrition Foundation

# Unit 10: Developing Communication and Literacy with Children

**Unit reference number:** K/503/5523

**Level:** Level 1

**Credit value:** 4

**Guided learning hours:** 40

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## Unit aim

The aim of this unit is to develop knowledge and understanding of how to develop children's communication and literacy.

## Unit introduction

The role of adults in supporting the communication skills of babies and young children and encouraging language development is crucial to children's social and emotional development and learning. Babies show readiness for communication with adults from birth by turning their heads towards the sound of a voice. Knowing how to communicate with babies to encourage their language development is essential. The most important factor in children's language development is interaction with other people, so knowing how to communicate effectively with children is key.

Reading to young children has enormous benefits to learning, communication skills and emotional development. Reading with young children should be enjoyable for the child and adult. Knowing how to make the reading experience fun and select appropriate books for children is essential to this. This unit aims to develop knowledge and understanding in these key areas.

## Essential resources

Learners will need resources to enable them to make a resource to support story reading.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about communication with children	1.1	identify ways to communicate with children	<ul style="list-style-type: none"> <li>□ <i>Communication with children:</i> verbal; pitch and tone of voice; speak clearly, simply and slowly; listening, e.g. wait for responses from baby or child, e.g. smiles, body movements, sounds, words; singing; non-verbal communication ie eye contact, smiling, gestures, e.g. pointing, signing</li> </ul>
2	Know how to encourage language development	2.1	outline how to encourage the language development of babies	<ul style="list-style-type: none"> <li>□ <i>Encouraging language development of babies:</i> babies born with desire to communicate; speak to baby from birth; make sure baby can see speaker's face; telling baby what you are doing in their care routines; trying to guess what baby is communicating; using repetition of familiar phrases, songs and rhymes with hand actions; pointing to things when talking about them; looking at books with babies from birth</li> </ul>
		2.2	identify ways to support children's language development	<ul style="list-style-type: none"> <li>□ <i>Encouraging language development of young children:</i> crouching down to child's level; talking about what you are both doing in everyday routines; trying to guess what child is communicating; repeating correct language when children mispronounce words or use incorrect sentence structure; reading to children; alphabet games; counting games</li> </ul>



Learning outcomes		Assessment criteria		Unit amplification
3	Know about reading with children	3.1	Know about reading with children	<ul style="list-style-type: none"> <li>□ <i>Benefits of being read to by adults:</i> enjoyable; calming; experience different rhythms and sounds; increases vocabulary; develops imagination; repetition encourages memory; introduces children to experiences outside their lifestyle; research shows children who are read to perform better at school</li> </ul>
		3.2	outline how to read to children to encourage their communication and literacy	<ul style="list-style-type: none"> <li>□ <i>Reading with children to encourage communication and literacy:</i> time for closeness; offering appropriate books, e.g. for age of child, interests; encouraging child to choose which book they want; make sure child can see pictures; letting child turn pages; having books available throughout day not just bedtime; turning off television; pointing to words; reading with enthusiasm; making experience fun; using different voices for different characters; asking child questions, e.g. 'where is the ...?'; talk about book afterwards</li> </ul>
		3.3	describe books suitable for babies and children	<ul style="list-style-type: none"> <li>□ <i>Types of books:</i> different books for babies and young children – fabric books; board; bath; picture; lift flap; pop-up; rhymes; simple stories; sensory, e.g. with sounds, fur to touch; books with large, bold, colourful pictures of familiar things for babies; books for older children, e.g. factual with pictures, stories with illustrations, poems</li> </ul>
4	Be able to make a resource to support story reading	4.1	state the title of the book for the resource	<ul style="list-style-type: none"> <li>□ <i>Resources to support story reading:</i> keeps children's interest; extends understanding of the story; encourages active involvement; resources, e.g. puppets, story sacks, games</li> </ul>
		4.2	make a resource to use when reading a book to a child	

## Information for tutors

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### Delivery

Tutors delivering this unit have the opportunity to use a wide range of techniques including presentations, role play, practical workshops, demonstrations, simulations, external trips and guest speakers. As many practical activities should be included as possible to help learners relate to the content of the unit.

Tutors could introduce this unit with a quiz about communication with babies and young children, followed by a discussion to establish reasons for communicating with babies from birth. For learning outcome 1 ways to communicate with children could be explored by learners analysing video excerpt of adults communicating with babies and young children to identify verbal and non-verbal techniques. A question and answer session could be used to confirm a range of effective communication techniques, which could be collated on a flipchart. Role play could be used to demonstrate adults communicating with babies and children of different ages and learners observing could assess the effectiveness of the communication skills used. A tutor-led discussion could help learners to explore the potential effects on the all round development of babies and children if adults do not communicate with them effectively. Learners could research baby signing and practise some baby signs.

Learners will need to know about how to encourage the language development of babies and children. For learning outcome 2 tutor-led discussion could explore the range of ways adults can encourage language, which could be developed into a checklist to be used to observe adults and children interacting. The group could visit an early years centre and use the checklist to record their observations of adults encouraging the language of babies and children. Learners could investigate songs, poems and action rhymes which could be used to encourage the language development of babies and children, using the internet, books and journals. Each learner could present their rhyme or song on a poster for display in the classroom. Learners could debate 'watching television and playing computer games have an adverse effect on children's language development'.

Learning outcome 3 could be introduced with a brainstorming exercise to explore how reading with children benefits their language and literacy, learning and emotional development. Learners could be encouraged to speak about their own memories of being read to. A guest speaker could be invited to demonstrate story-reading techniques. This could be a childminder, an early years' practitioner or teacher. Learners could prepare questions to ask the speaker about how to involve children in story reading and ways to support language and learning. A visit could be arranged to a children's library for learners to investigate the different types of books available for children. Each learner could select a different children's book to practise their story reading skills in pairs. Following this exercise the tutor could lead a discussion about issues such as 'Did they feel confident reading out loud?' 'Would a child be critical if the adult made a mistake?' Learners could research the use of story sacks to support story reading.

To introduce learning outcome 4, the tutor could demonstrate the use of different story-reading resources to support story telling. These could include simple puppets (made with socks, wooden spoons or finger puppets), a game (matching cards, dominoes, a board game) or a wall hanging. With tutor support each learner could select a book and research a suitable resource that is manageable and can be made within the timescale allowed. Learners could then work on developing the resources to use when reading their chosen book.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Theory – effective communication with children.

Role play – misunderstandings in verbal and non-verbal communication. Discuss effect on individuals of misunderstandings.

Watch videos of adults communicating with babies and young children. Work in pairs to complete worksheet about particular communication needs of children. Whole-class discussion about effective ways to communicate effectively with children.

Practical – produce guidance leaflet for parents on effective communication with children.

Assessment – learners produce notes or answer questions on ways to communicate effectively with children. (Learning outcome 1)

Theory – encouraging language development with babies and children.

Visit early years settings to observe adults encouraging language. Complete checklist. Whole class collate results on return.

Paired research using internet, books etc. Each group to identify actions rhymes, songs, rhymes, singing games suitable for adults to use with babies and young children of different ages. Each group present findings to group. Prepare factsheet for other learner.

Debate 'Watching television does not help children to develop language'.

Assessment – learners produce notes or answer questions on how to encourage the language development of babies and examples of ways to support babies and children's language development. (Learning outcome 2)

Theory – reading with children.

Brainstorm benefits of reading with children – key points on flipchart.

Guest speaker – early years practitioner, for example childminder to demonstrate story-reading techniques.

Visit to children's library to investigate types of books. Complete work-sheet to identify types and which would be suitable for babies and which for young children.

Each learner selects a different book. Role play reading to a partner. Feed back to whole group. Did learners feel confident? Are children critical if adult makes mistakes?

Produce posters about how to read to babies and children.

Assessment – learners record books suitable for babies and children, how children benefit from sharing books with adults and how to read to children to encourage their communication and literacy. (Learning outcome 3)

## Topic and suggested assignments/activities

Theory – resources to support story telling.

Demonstrate story reading with different resources.

Learner research to identify a story book and resource to make.

Tutorial to support learner's choice. Will resource be appropriate, achievable and manageable in timescale?

Assessment – record title of book resource will be used with and produce resource.

## Assessment

Assessment criteria 1.1, 2.1, 2.2, 3.1 and 3.2 could be combined and presented in the form of a leaflet or folder of information for parents. Alternative methods of evidencing learning may be used such as discussions with the tutor or question and answer sessions, recorded on observation record or witness statement.

For assessment criterion 1.1, learners must include information about at least two different ways to successfully communicate verbally and two different ways to successfully communicate non-verbally with children.

Criterion 2.1 requires learners to give brief detail about at least three different ways to promote the language of babies.

For 2.2, learners must give information about three different ways to help children develop their language.

For 3.1, learners will need to give brief detail about three different ways children gain from sharing books with adults.

To meet assessment criterion 3.2 learners will need to summarise what the adult can do when reading to children to promote communication and literacy. At least four different ways must be included and how each helps to promote communication and literacy made clear.

For 3.3, learners will need to give brief detail about the types of books suitable for babies and children. Two different types of books need to be described for both babies and children to meet this criterion.

For 4.1, learners need to give the title of the book they have selected to make the resource for criterion 4.2.

To meet criterion 4.2 learners must make a resource which is suitable to support the reading of the book selected in 4.1. The resource may take a range of forms such as a puppet, a game or a wall hanging.

## Suggested resources

There is a wealth of books available on this subject. Children's libraries will provide an up-to-date range of children's books.

### Textbook

Evans J – *Rhymes and Stories (Play Foundations (Age 0-3 Years))* (Folens, 2008)

Hilton T and Messenger M – *The Great Ormond Street New Baby and Child Care Book: The Essential Guide for Parents of Children Aged 0-5, 3rd Edition* (Vermilion, 2004)

Roberts S – *Playsongs: Action Songs and Rhymes for Babies and Toddlers, 2nd Edition* (A & C Black, 2002)

### Journals

*Mother and Baby*

*Practical Parenting and Pregnancy*

### Other publications

Department of Health – *Birth to Five* (Crown, 2007)

### Websites

<a href="http://www.babysigners.co.uk/">www.babysigners.co.uk/</a>	Baby signing site
<a href="http://www.bookstart.co.uk">www.bookstart.co.uk</a>	Bookstart: a programme encouraging parents to enjoy books with their children
<a href="http://www.childrensbook.me.uk/">www.childrensbook.me.uk/</a>	Children's Book Review site – includes tips for reading with babies and children
<a href="http://www.childliteracy.com/babies.html">www.childliteracy.com/babies.html</a>	Child Literacy Centre site – information on reading to babies and young children
<a href="http://www.literacytrust.org.uk/">www.literacytrust.org.uk/</a>	Literacy Trust site – advice for parents on reading to babies and young children, includes wide range of resources to encourage adults to communicate with babies and young children
<a href="http://www.parenting.co.uk/education/children-reading-tips.cfm">www.parenting.co.uk/education/children-reading-tips.cfm</a>	Video clip – reading with young children

# Unit 11: Physical Activities for Children

**Unit reference number:** R/502/3382

**Level:** Level 1

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

In this unit learners will find out about, plan and prepare different types of physical activities suitable for children. The importance of the role of the adult in ensuring children's safety in the provision of physical activities is also considered in this unit.

## Unit introduction

Physical activities are essential to the health, development and wellbeing of children. It is important, therefore, for people caring for children to know about suitable physical activities to be able to provide a range of appropriate and challenging experiences for them. Ensuring children are safe during physical activities is essential and in this unit learners will explore the measures that need to be taken to ensure children are protected during activities.

This unit aims to develop knowledge and understanding in these key areas as well as building up essential skills such as self-management, time management, contributing to a team, problem solving, working safely and communication.

For learning outcome 1, learners will investigate the possible physical experiences that can be provided for children of different ages in both the indoor and outdoor environment, and the health benefits provided by physical activities. Learning outcome 2 introduces safety issues and the measures that adults need to take to ensure that children can enjoy physical activities safely. Learning outcome 3 gives learners the opportunity to develop personal skills through planning and preparing physical activities for children.

## Essential resources

Learners need access to equipment and resources required for different types of physical activities.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about physical activities for children	1.1	Describe physical activities for children 0–3, 3–5 years	<ul style="list-style-type: none"> <li>□ <i>Physical activities for children 0–3 years:</i> indoor and outdoor opportunities; toys; resources; opportunities for activities, e.g. crawling, rolling, walking, running, climbing, pushing toys, riding a tricycle, kicking a ball, throwing a small ball, building with large bricks, moving to music, digging in sand</li> <li>□ <i>Physical activities for children 3–5 years:</i> indoor and outdoor opportunities; resources; opportunities for, e.g. running, climbing, hopping, swinging, balancing, jumping, riding a tricycle, kicking a ball, building with large bricks, catching a ball, using a bat, swimming, digging, dancing</li> </ul>
2	Understand the role of the adult when children are involved in physical activities	2.1	Explain the role of the adult when children are involved in physical activities	<ul style="list-style-type: none"> <li>□ <i>Adult role:</i> observation; supervision; giving praise and support; knowing about individual abilities of child or young person; providing safe equipment; checking equipment for faults; using safety equipment; recognising hazards; assessing risk</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to plan and prepare physical activities for children	3.1	<p>As a team member, plan and prepare a physical activity for children and demonstrate:</p> <ul style="list-style-type: none"> <li>• self-management skills</li> <li>• a positive contribution as a team member</li> <li>• meeting agreed deadlines</li> <li>• problem-solving skills</li> <li>• safe practice</li> <li>• communication skills</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>Planning</i>: type of activity; when; where; duration; age group; suitability; equipment needed</li> <li>□ <i>Self-management</i>: flexibility; taking responsibility, e.g. gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback</li> <li>□ <i>Time-management</i>: attendance; punctuality; completing task within agreed timeline</li> <li>□ <i>Team member</i>: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others</li> <li>□ <i>Problem solving</i>: identifying problem, e.g. lack of resources, equipment broken, making suggestions how to solve problem; creative thinking</li> <li>□ <i>Health and safety</i>: checking equipment, recognising hazards</li> <li>□ <i>Communication skills</i>: applying literacy skills, e.g. reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities with colleagues, tutor</li> </ul>



## Information for tutors

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### Delivery

This unit may be delivered in a class or work setting. However, it is essential that learners have practical experience of planning physical activities and familiarity with the equipment and resources required for different types of physical activities. While examples of physical activities are given in the unit content, we recognise that physical activities can encompass more than the activities outlined in this unit.

The unit focuses on physical activities that may be appropriate for children of different ages and has been designed to make the key topics practically based wherever possible. In this unit learners' employability skills will be assessed through completion of a teamwork task.

For learning outcome 1, learners need to be introduced to a wide range of possible physical activities and experiences for children 0–3 and 3–5 years.

This may be achieved in a variety of ways. Learners could conduct paired research using websites and prepare factsheets of their findings for other learners. Visits to different childcare settings and playgrounds to observe children of different ages involved in physical activities would help learners to relate theory to practice.

Learners could be encouraged to keep a record of age-appropriate activities and the equipment and resources required for different types of physical activities to help them to meet the requirements of assessment criterion 1.1.

Learning outcome 2 could be introduced by inviting a guest speaker such as a practitioner from a childcare setting or an after school club to explain the importance of observation and supervision of children when they are involved in physical activities. Learners could prepare questions to ask the speaker about how risk is assessed and managed before and during physical activities with children.

Learners could work in groups to analyse videos of children involved in different physical activities to identify the measures adults need to take to ensure the children's safety. Tutor-led discussion could follow to clarify the role of the adult when children of different ages are involved in physical activities.

Learners could participate in a physical activity, such as a ball game, and with tutor support undertake the required risk assessment which would help to link theory to practice.

Visits to different settings to observe the measures taken by adults to ensure children's safety would further consolidate learning.

To introduce learning outcome 3, tutors could assess learners' knowledge of the teamworking skills required to provide physical activities for children. This could be achieved by giving learners a scenario such as an obstacle course for a group of six children aged 3–5 in an outdoor area. Learners could work in small groups to decide how to plan and implement the activity. Each group could present their findings which would generate discussion on the teamworking skills required to plan, prepare and implement a successful activity. The key features of teamwork could be collated on the board/flip chart. The required teamworking skills could be agreed by the whole group and made into a checklist which can be used to record when and how they use teamworking skills for assessment criterion 3.1.

Learners should be involved in selecting a physical activity for a group of children for their team to plan. Teams could be made up of around three to five people.

Tutors could provide scenarios to include different ages of children and situations to help groups make their selection.

In their team, learners can discuss possibilities for tasks and decide which tasks are manageable, achievable and match the skills and interests of the team members in 'What if?' scenarios. Learners could agree an action plan which involves contributions from all team members.

Groups can present their plans for the physical activity to the rest of the group and set up the required equipment. It may be possible for the group to implement the activity with the rest of the group participating. This would provide further opportunities for learners to demonstrate employability skills such as communication, problem solving and health and safety.

Also, it may be possible for learners to participate in physical activities with groups of children. Witness statements or a checklist signed by tutors or supervisors recording learners' use of employability skills could provide further evidence towards 3.1.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning. Tutor-led discussion – range of physical play activities for children indoors and outdoors. Practical – group task. Learners research physical activities using resources, e.g. internet, journals. Assessment: learners provide information on physical activities for children aged 0–3 and 3–5 years (learning outcome 1).
Tutor-led discussion on the role of the adult in supervising children's physical play. Learners visit a childcare setting, or watch videos to observe children involved in physical activities. Practical – in pairs learners discuss scenarios provided by the tutor of safe and unsafe physical play situations and then feed back to the group. Assessment: record the role of the adult during children's physical activities (learning outcome 2).
Tutor-led discussion on planning a physical activity and the skills needed. Learners to devise a way of recording their personal skills. Learners research children's physical activities using the internet, journals. Learners practise preparing and setting up physical activities for children. Assessment: learners produce plans for children's physical activities, and are observed preparing the activities. Learners record their personal skills (learning outcome 3).
Assessment feedback and review of unit.

## Assessment

For assessment criterion 1.1, learners need to include a brief description of different, suitable physical activities for each of the age ranges. The description will need to outline what is involved in each activity and any resources or equipment required. This may be in the form of a booklet, loose leaf folder or completion of a table.

To meet assessment criterion 2.1, learners need to explain how the adult would need to be involved when children are participating in different physical activities. This could be achieved by adding this information to each of the activities described in 1.1.

Assessment criterion 3.1 may be evidenced through witness testimonies, self-assessment checklists and/or one-to-one discussions with the tutor/line manager. Learner must be able to demonstrate that they have developed each of the skills stated in the content. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

## Suggested resources

### Books

Filer J – *Healthy, Active and Outside: Running and Outdoors Programme in the Early Years* (David Fulton, 2008) ISBN 9780415436526

Hoyle T – *101 Playground Games* (Optimus Education, 2011)  
ISBN 9781906517076

### Websites

[www.bbc.co.uk/parenting](http://www.bbc.co.uk/parenting)

BBC – advice on parenting

[www.bigeyedowl.co.uk/](http://www.bigeyedowl.co.uk/)

Early years experience – provides ideas, resources and information for parents, carers and teachers of preschool, nursery and Key Stage 1 children (5 to 7 years of age).

[www.gameskidsplay.net](http://www.gameskidsplay.net)

Games kids – ideas for games

[www.teachingideas.co.uk/pe/contents\\_games.htm](http://www.teachingideas.co.uk/pe/contents_games.htm)

Teaching ideas – PE games ideas

# Unit 12: Planning for the Physical and Emotional Care Needs of Children aged 0–3 Years

**Unit reference number:** T/502/3374

**Level:** Level 1

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

In this unit learners will investigate the physical and emotional care needs of young children and consider the effects on children's health and development if their needs are not met. The aim of this unit is to give learners the knowledge and understanding of how to plan to meet the physical and emotional care needs of young children. The importance of consulting with parents and children when planning to meet the care needs of children will also be explored.

## Unit introduction

To be able to care for children effectively adults need a sound understanding of the physical and emotional needs of children. It is important, therefore, for learners to appreciate the significance of these needs for children's health and development. The importance of consulting with parents and children is an essential factor when considering how to care for young children to ensure their individual needs are met. In this unit learners will apply their knowledge to plan care for young children.

For learning outcome 1, learners will investigate the physical and emotional needs of young children. The implications for the health and development of children if these needs are not met will also be considered.

The importance of consulting with parents and children when planning care is introduced in learning outcome 2 to ensure children's physical safety and that their emotional needs are met.

For learning outcome 3, learners will explore the physical and emotional care needs of children aged 0-3 years and consider how to care for them to meet these needs.

For learning outcome 4, learners will investigate the physical and emotional needs of children aged 3–5 years and apply this knowledge to producing care plans for a child for a day to meet these needs.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know about the physical and emotional needs of children aged 0–5 years	1.1	Identify the physical and emotional needs of children aged 0–5 years	<ul style="list-style-type: none"> <li>□ <i>Physical needs of young children:</i> nutrition; clothing and footwear; hygiene; fresh air; exercise; sleep and rest</li> <li>□ <i>Safety:</i> consistent affection; play and stimulation; opportunities for social contacts; independence; praise and encouragement</li> </ul>
		1.2	Describe why it is important to meet the needs of children aged 0–5 years	<ul style="list-style-type: none"> <li>□ <i>Importance of meeting needs:</i> inadequate nutrition leading to poor growth and underweight or overweight children; preventing infections; lack of rest and sleep contributes to accidents; irritability; tiredness; unable to concentrate; learning affected; poor hygiene leads to infections; unsafe environments cause accidents; inconsistent/inadequate affection makes children feel insecure, have difficulty in making friends; lack of independence makes children dependent on adults and lack confidence</li> </ul>
2	Understand why it is important to consult with parents and children when meeting the needs of children	2.1	Explain why it is important to consult with parents when meeting the needs of children	<ul style="list-style-type: none"> <li>□ <i>Consult parents:</i> families know their child best; to make sure there is continuity of care for the child; young children unable to communicate their needs; children may have particular needs, e.g. health needs such as asthma, dietary needs such as being vegetarian, skincare needs such as allergies; to know about emotional needs, e.g. comfort object, fears; important to know parents' wishes about how to care for their child, e.g. religious preferences</li> </ul>
		2.2	Explain why it is important to consult with children when meeting the needs of children	<ul style="list-style-type: none"> <li>□ <i>Consult children:</i> to respect them as individuals; to make them feel valued; to provide continuity; to make children feel secure; to develop self-esteem; to promote independence</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to care for children age 0–3 years to meet their physical and emotional needs	3.1	Outline how to care for a child aged 0–3 years to meet their physical and emotional needs	<ul style="list-style-type: none"> <li>□ <i>Meeting needs</i>: understanding children have individual needs, e.g. health, fears, personal preferences; consult with parents and children; know about familiar routines</li> <li>□ <i>Nutrition</i>: nutrition for young children aged 0–3 years, e.g. milk, balanced varied diet, food for growth, introduce new foods, small portions, avoid adding sugar, low salt</li> <li>□ <i>Clothing</i>: clothing suitable for young children aged 0–3 years, e.g. comfortable, easy to put on and take off, easy to wash, shoes and socks which allow for growth</li> <li>□ <i>Hygiene</i>: aspects of hygiene for children aged 0–3 years, e.g. handwashing of carer and children after toilet/nappy changing/before eating, daily bath or all-over wash, teeth cleaning twice a day, hair brushing/combing daily, hair washing twice a week</li> <li>□ <i>Fresh air</i>: ways children aged 0–3 years can access fresh air, e.g. daily walk, play outside</li> <li>□ <i>Exercise</i>: exercise opportunities for young children aged 0–3 years, e.g. indoor and outdoor opportunities to exercise appropriate to developmental stage</li> <li>□ <i>Safety</i>: aspects of safety for young children aged 0–3 years, e.g. supervision, use of safety equipment</li> <li>□ <i>Sleep</i>: place to sleep or rest during the day; bedtime routine</li> <li>□ <i>Consistent care</i>: close relationship with adults that know them well, key person</li> <li>□ <i>Play</i>: stimulating toys and experiences</li> <li>□ <i>Social contacts</i>: opportunity to play with other children in small groups</li> <li>□ <i>Independence</i>: encouraging independence in young children aged 0–3 years, e.g. encourage self-care in feeding/dressing, washing</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to plan to meet the physical and emotional needs of children aged 3–5 years	4.1	Plan to meet the physical and emotional needs of a child aged 3–5 years	<ul style="list-style-type: none"> <li>□ <i>Planning</i>: consultation with children and families; base plans on familiar routines for younger children; need for plans to be flexible</li> <li>□ <i>Nutrition</i>: aspects of nutrition for children aged 3–5 years, e.g. milk, balanced varied diet, wide range of foods, food for growth and energy, avoid adding sugar, low salt</li> <li>□ <i>Clothing</i>: clothing suitable for children aged 3–5 years, e.g. comfortable, easy for child to dress/undress, easy to wash, hard wearing, shoes and socks which allow for growth</li> <li>□ <i>Hygiene</i>: aspects of hygiene for children aged 3–5 years, e.g. handwashing after toilet/before eating, daily bath or all over wash, teeth cleaning twice a day, hair brushing/combing daily, hair washing twice a week</li> <li>□ <i>Fresh air</i>: ways children aged 3–5 years can get fresh air, e.g. outside play</li> <li>□ <i>Exercise</i>: indoor and outdoor opportunities to exercise appropriate to developmental stage</li> <li>□ <i>Safety</i>: safety aspects for children aged 3–5 years, e.g. supervision, use of safety equipment, parental permission</li> <li>□ <i>Sleep</i>: place to rest or play quietly during the day, regular bedtime</li> <li>□ <i>Consistent care</i>: familiar adults that know them well</li> <li>□ <i>Play</i>: stimulating activities and experiences</li> <li>□ <i>Social contacts</i>: opportunity to play with other children in groups</li> <li>□ <i>Independence</i>: ways of encouraging independence in children aged 3–5 years, e.g. self-care in dressing, washing</li> </ul>

## Information for tutors

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### Delivery

A wide range of delivery methods can be used for this unit, including tutorials, presentations, videos, worksheets, internet sources. As many practical activities as possible should be included to help learners relate to the content of the unit.

Tutors could start delivering this unit by asking learners to consider the care needs of all children and compare their answers with the rest of the group.

Tutors could hold a question and answer session to define physical and emotional care needs. Learners could design posters which include the definitions for display in the classroom for learners to refer to throughout the unit.

To gain an understanding of the importance of meeting children's care needs for learning outcome 1, a mixture of tutor-led input and individual learner research is required. Learners could work in small groups to analyse different case studies of children whose needs have not been met to consider the effects on the child. Each group could present their findings to the other learners. Information could be presented using PowerPoint or paper-based materials and produced as handout for the group.

To introduce learning outcome 2, a parent could be invited as a guest speaker to discuss reasons why parents need to be consulted when leaving their child in the care of others.

Tutor-led discussion of different scenarios of situations, where there has been limited consultation with parents regarding their children's care needs and the possible consequences of this, would help to consolidate learning. Key points could be collated on the board/flip chart.

The need for children to be consulted could be explored by asking learners to consider their own right to be consulted when being cared for. Learners may refer to their own experiences which will make the content of the unit relevant to them. Group discussion could focus on the rights of children to be consulted and how their feelings may be affected if they are not valued.

Learning outcome 3 could be introduced by inviting a practitioner from an early years setting or a childminder to speak about how they care for babies and young children. Learners could prepare questions to ask the speaker about how the individual needs of children are met in care routines.

Learners could select one of the needs outlined in the unit content and conduct paired research using websites and books. Research gathering may include visits to different childcare settings to observe care routines which would help learners to relate theory to practice. Further information may be gathered from parenting magazines and relevant retail outlets, for example *Practical Parenting* magazine, Boots.

Learners could present their findings to the whole group in a variety of ways: on factsheets; as a short presentation using PowerPoint; on a poster, for example, of suitable toys or clothing; as simulation, for example of nappy changing or bathing using a life-like doll.



Learning outcome 4 could be introduced by tutor-led discussion to clarify how the physical and emotional needs of needs of children aged 3–5 years differ from those of babies and younger children.

Learners could work in groups to research information about how to plan a day to meet the physical and emotional needs of children aged 3–5 years. The groups could select a child from different case studies which cover the full age range. The findings of their research could be presented as a poster, display or factsheet.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and programme of learning

Tutor-led discussion on basic care needs of children.

Practical – learners make posters showing children’s basic needs.

Group work to research effects on health if basic needs are not met, using the internet.

Tutor-led discussion using scenarios of effects of emotional needs not being met – discussion using scenarios.

Assessment: learners record physical and emotional needs of children aged 0–5 and the importance of meeting the needs of young children (learning outcome 1).

Tutor-led discussion of the importance of consulting parents and children when providing care for children.

Demonstrate – talk by early years worker about the importance of consulting parents about children’s care needs.

Practical – learners discuss scenarios of examples of the effects of poor communication with parents and children when providing for children’s care needs.

Assessment: learners produce posters giving reasons for consulting with parents and with children (learning outcome 2).

Tutor-led discussion – meeting individual needs when providing care.

Learners observe care routines of young children aged 0–3 years by watching videos of care routines.

Practical – guest speaker. Practitioner from an early years setting or a childminder. Learners prepare questions about care practices.

Practical – learners compare different menus from early years settings.

Practical – in groups learners research care for young children using a range of resources, e.g. textbooks, internet, journals, catalogues. Each group chooses a different aspect of care and makes a presentation to rest of the group.

Assessment: record outline care plans for children aged 0–3 years (learning outcome 3).

## Topic and suggested assignments/activities

Demonstrate – learners visit setting to observe care routines for children aged 3–5 years.

Practical – paired work. Online ‘shopping’ to pack a healthy lunch box. Discussion to select healthiest choices.

Assessment: learners plan a care routine for a day for a child aged 3–5 years to meet their physical and emotional needs, using a range of resources, e.g. parenting magazines, journals, textbooks, internet. Learners present care plan on a poster (learning outcome 4).

Assessment feedback and review of unit.

## Assessment

For assessment criterion 1.1, learners will need to list at least two physical and two emotional needs of children aged 0–5 years. This information could be evidenced in a number of different ways, for example in the form of a leaflet, a poster or using a template to which information required for 1.2 could be included.

To meet assessment criterion 1.2, learners need to give at least one reason why it is important to meet each of the physical and emotional needs of children given in 1.1. This may be evidenced on the leaflet, poster or template used for 1.1.

For assessment criterion 2.1, learners will need to give at least two reasons why it is important to consult with parents when meeting children’s needs. For assessment criterion 2.2, learners will need to give at least two reasons why it is important to consult with children when meeting their needs. For both 2.1 and 2.2, examples may be given to demonstrate understanding. This can be evidenced through a discussion or question and answer session with the tutor, or through completing a template.

To meet assessment criterion 3.1, learners will need to give brief detail about how to meet one physical need and one emotional need of a child aged 0–3 years. This could be evidenced in a variety of ways, for example PowerPoint slides, leaflet, poster, video recording of a simulated care routine.

For assessment criterion 4.1, learners need to give an outline plan for a child’s day evidencing how the child’s needs will be met. The child must be aged 3–5 years. This could be demonstrated as written work, for example through completing a pro forma provided by the tutor, or as a poster.

## Suggested resources

### Books

Minett P – *Child Care and Development, 6th Edition* (Hodder Education, 2010)  
ISBN 9781444117134

### Websites

[www.askamum.co.uk](http://www.askamum.co.uk)

*Mother and Baby* magazine website

[www.healthylunchbox.com/links.html](http://www.healthylunchbox.com/links.html)

Links to British Nutrition Foundation,  
the Food Standards Agency and the  
Department of Health

[www.madeformums.com/practicalparenting](http://www.madeformums.com/practicalparenting/)  
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*Practical Parenting* magazine website

# Unit 13: Valuing Children as Individuals

**Unit reference number:** L/502/3378

**Level:** Level 1

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

Respecting children and treating them with equal concern is essential when caring for children to ensure they feel valued and appreciated as individuals. This unit aims to develop knowledge and understanding of these key principles and how to apply them to caring for children. This unit is a foundation for other units in the qualification.

## Unit introduction

When caring for children it is essential to understand the importance of valuing them as individuals.

Learning outcome 1 explores how children are valued as individuals, the importance of valuing children and the effects on children of not being valued by adults who care for them.

Learning outcome 2 will help learners to understand how to communicate with children of different ages in ways that make them feel valued. Adults who care for children show children that they are valued and respected as individuals by the way they behave towards them. Adult behaviour which values children is also explored in this part of the unit.

Learning outcome 3 explores confidentiality issues and the importance of maintaining confidentiality in work with children.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of valuing children	1.1	Explain why it is important to value children	<ul style="list-style-type: none"> <li>□ <i>Effects of being valued:</i> feeling included; achievement; contentment; positive behaviour</li> <li>□ <i>Effects of not being valued:</i> feeling excluded; made to feel different; under achievement; behaviour, e.g. withdrawn, angry</li> </ul>
		1.2	Explain how to value children	<ul style="list-style-type: none"> <li>□ <i>Valuing individuals:</i> individual needs; treating all with equal concern; celebrating differences; respecting culture; respecting religion; respecting opinions; avoiding making assumptions; avoiding stereotyping</li> </ul>
2	Know how to value children	2.1	Describe ways to communicate with children aged 0–3 years and 3–5 years to make them feel valued	<ul style="list-style-type: none"> <li>□ <i>Communication:</i> using language and tone which does not undermine; using language appropriate to stage of development; asking children’s opinions; listening to children; not shouting; needs of children and young people who use English as an additional language</li> <li>□ <i>Communication which values children aged 0–3:</i> non-verbal, e.g. eye contact, smiling, nodding, waiting for response, listening carefully; verbal, e.g. speaking to children at their height, speaking clearly, using words children will understand, gentle tone, not criticising their use of language</li> <li>□ <i>Communication which values children aged 3–5:</i> giving full attention, eye contact, smile, nodding, waiting for response, listening carefully, speaking to children at their height, speaking clearly, using words and sentence structures children will understand, gentle tone, not criticising their speech, asking for opinions and suggestions</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Describe adult behaviour which values children	<ul style="list-style-type: none"> <li>□ <i>Adult behaviour which values children:</i> respectful relationships; including all children; understanding individual differences; impartiality; consistency; giving choices; praise; encourage; enable independence; have expectations appropriate to stage of development</li> </ul>
3	Understand how to support the child's right to confidentiality	3.1	Identify confidential information	<ul style="list-style-type: none"> <li>□ <i>Confidential information:</i> personal details; private information, e.g. family structure, health information; photographs</li> </ul>
		3.2	Describe ways in which information about a child is kept confidential	<ul style="list-style-type: none"> <li>□ <i>Requirements for confidentiality:</i> privacy for conversations; use of computers; legal requirements, e.g. Data Protection Act 1998, Human Rights Act 1998; permission for taking photographs; policies of work setting, e.g. storing information, sharing information; information stored on a computer</li> </ul>
		3.3	Explain the effect on the child if confidentiality is broken	<ul style="list-style-type: none"> <li>□ <i>How confidentiality can be breached:</i> disclosing information about someone i.e. talking with colleagues, friends, or carers, leaving files open for others to read; taking files/information home, writing information in notes that are inappropriate, gossiping, taking photographs without permission</li> <li>□ <i>Effects of breaches of confidentiality:</i> child or young person may lose respect; lose trust, feel vulnerable, be open to bullying, be embarrassed; effect on relationships; child may be put at risk</li> </ul>

## Information for tutors

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### Delivery

A wide range of delivery methods may be used for this unit, including tutorials, presentations, videos, worksheets, internet sources. As many practical activities as possible should be included to help learners relate to the content of the unit.

The tutor could start delivering this unit by asking learners to consider what makes them feel valued as individuals. Key points could be collated on the board/flip chart.

Tutors could provide different scenarios which describe situations where children are treated differently from others or not shown respect for being individual, for example shown favouritism, excluded from an activity, opinions ignored, stereotyped, religion not respected. In pairs learners could discuss these scenarios by considering 'how would this have made me feel?' This could generate discussion about how feelings are affected if children do not feel valued and help learners to understand the importance of valuing individual differences. Learners may refer to their own experiences which will make the content of the unit relevant to them.

The effects on children's behaviour when they are excluded or made to feel different can be explored through role play.

Learning outcome 2 can be introduced by inviting a guest speaker such as an early years practitioner or a childminder to speak about the ways adults develop respectful relationships with children, communicate and provide an environment where they are valued. Learners could prepare questions to ask the speaker.

Following the talk, learners could work in groups to consider aspects of adult behaviour and communication. Learners could feed back to the whole group and a tutor-led discussion could collate their findings to develop a checklist. Learners could use the checklist to identify communication skills and positive adult behaviour to analyse videos of adults caring for children. It may be possible for learners to visit childcare settings to use the checklist while observing the environment, activities and adults interacting with children.

Practical activities such as role play of circle time or a group activity using a Persona doll would provide further opportunities for developing learner understanding of ways adults need to communicate and behave to value children.

Learning outcome 3 could be introduced by providing group members with a sheet of paper and an envelope. All members of the group need to write down some personal information they do not wish anyone to know. The paper is then placed in the envelope and sealed. The learners need to write their name on the envelope before they are collected by the tutor. This could generate discussion about feelings of vulnerability and embarrassment if the information was seen by others. The envelopes should be shredded in the classroom or returned to learners for them to destroy.

The tutor could give learners some information about children, for example Mia's father is in prison, Connor's mother has mental illness, Jo, aged five, wets the bed, a photograph of a child in the bath, to discuss how breaches of this confidential information may affect the child. Learners could present their findings to the group.

Ways in which confidentiality may be breached could be explored through discussion of case studies. This would lead to discussion about ways to make sure adults who care for children maintain confidentiality.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

In groups, learners discuss what their individual needs are, and feed back to the rest of the group.

Learners assess own feelings about feeling valued. What makes learners feel valued? Learners to provide examples, discuss and write down ideas.

Learners discuss scenarios which illustrate stereotyping, provided by the tutor.

Learners discuss scenarios which illustrate feeling undervalued, provided by the tutor.

Assessment: learners record reasons for valuing children as individuals and how to value children (learning outcome 1).

Tutor-led discussion on communication which values children.

Learners observe communication which values children of different ages by watching videos of different types of communication with children, for example non-verbal communication, baby signs, Makaton.

Practical – learners practise ways to communicate with children of different ages to show value. Learners carry out role-play exercises to communicate appropriately.

Tutor-led discussion on adult behaviour which values children.

A short talk and question and answer session by a practitioner who works with children about how adults value children in their work. Learners to prepare questions to ask.

Practical – learners plan behaviour codes for adults caring for children of different ages.

Assessment: learners record ways to communicate with children 0–3, 3–5, to make them feel valued, and adult behaviour which values children (learning outcome 2).

Tutor-led discussion on components of confidential information.

Confidentiality game: encourage learners to write something about themselves on a piece of paper, for example favourite colour, name of pet. Learners enclose the paper in an envelope with their name on and seal it down. Whilst continuing other activities in the session, learners pass the envelopes around, firstly to their neighbour, then someone on their table, then someone on a different table. Ground rules: no one is allowed to open envelopes. Learners can assess how confidential information may travel from one person to another. Game can act as a visual demonstration to learners of the importance of keeping confidentiality.

Tutor to provide scenarios showing the effects of breaches of confidentiality on children and young people, for learners to discuss in groups.

Assessment: learners design posters to demonstrate which information about children is confidential, ways in which this information is kept confidential and the effect on the child if this confidentiality is broken (learning outcome 3).

Assessment feedback and review of unit.



## Assessment

Assessment criteria for this unit may be linked together in one assignment task.

Learners could be asked to provide guidance notes for an adult who was planning to start caring for children or as a booklet or poster from the viewpoint of children 'What we need to make us feel respected'.

To meet assessment criteria 1.1 and 1.2, learners need to give reasons why adults need to value children and different ways adults can value children.

For assessment criterion 2.1, information must be included about at least two different ways adults need to communicate with children aged 0–3 years and two different ways adults need to communicate with children aged 3–5 years which makes them feel valued.

To meet assessment criterion 2.2, learners will need to give a brief description of at least two ways adults need to behave to show that children are valued.

For assessment criterion 3.1, learners need to identify different types of confidential information. For 3.2, learners need to give a brief description of different ways adults who care for children can make sure confidential information about children is kept safe. To meet assessment criterion 3.3, learners will need to make clear how a child may be affected if confidentiality is broken.

Examples may be given to support all the criteria in this unit.

## Suggested resources

### Books

Mortimer H – *Listening to Children in Their Early Years* (QED, 2007)  
ISBN 9781898873525

Walker M – *A Practical Guide to the Early Years Foundation Stage* (Nelson Thornes, 2012) ISBN 9781408515396

Wilcock L – *The Early Years Foundation Stage in Practice* (Practical Pre-School Books, 2nd edition, 2012) ISBN 978-1907241253

### Websites

[www.nspcc.org.uk](http://www.nspcc.org.uk)

NSPCC

[www.persona-doll-training.org/](http://www.persona-doll-training.org/)

Training on the use of Persona dolls

# Unit 14: Engaging Children in a Group Activity

**Unit reference number:** J/502/3380

**Level:** BTEC level 1

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

The aim of this unit is to give learners the skills needed to engage children in group activities.

## Unit introduction

In this unit, learners will look at how they can engage children in group activities and will plan activities that encourage children to work together in a group. Learners will also be able to provide resources, space and time for child-led group activities.

This unit will enable learners to use techniques to encourage and engage children in activities and understand why some children may not wish to join in with the activity.

This unit aims to help learners develop the skills required for caring for children, including self-management, time management, contributing to a team, problem solving, working safely and communication. Learners will develop these skills within the context of participating in a group activity suitable for children.

It is essential that learners have significant practical experience of the different types of group activities available to children of different ages.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how children may respond in group activities	1.1	Describe how children may respond in different types of group activities	<ul style="list-style-type: none"> <li>□ <i>Activities:</i> creative, e.g. making a display, story time, music sessions; physical, e.g. gross motor skills, fine motor skills, dance; imaginative play; games</li> </ul>
		1.2	Dive reasons why children may not engage in group activities	<ul style="list-style-type: none"> <li>□ <i>Behaviours:</i> quiet child, e.g. one who joins in the activity but needs encouragement to talk; disruptive child, e.g. one who throws tantrums, throwing objects; non-confident child, e.g. child who needs to be encouraged to join the group; attention-seeking, e.g. clinging, answering back, challenging instructions, interrupting activities; observing child, e.g. a child who watches the group activity but does not join in</li> </ul>
2	Know how to engage a group of children in activities	2.1	Describe techniques to engage a group of children in activities	<ul style="list-style-type: none"> <li>□ <i>Communication:</i> verbal, e.g. explanation of what is available, what the child would like to do; non-verbal; posture, e.g. sitting at the children's level; taking part, e.g. joining in but not taking over</li> <li>□ <i>Environment:</i> stimulating, e.g. activities are presented in an inviting way, appropriate for the age of children</li> <li>□ <i>Equipment:</i> risk assessment to ensure health and safety procedures are followed</li> <li>□ <i>Adult-led activities:</i> sufficient resources e.g. enough for everyone to take part; space, e.g. for a large group listening to the story time; flexible, e.g. can be changed to accommodate different children in the group</li> <li>□ <i>Child-led activities:</i> provision of resources, e.g. selection of equipment, objects, books, age appropriate; time; space</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to demonstrate personal skills in a children's group activity	3.1	Participate in a group activity for children and demonstrate: <ul style="list-style-type: none"> <li>• self-management skills</li> <li>• problem-solving skills</li> <li>• safe practice</li> <li>• communication skills</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>Self-management</i>: flexibility; taking responsibility, e.g. gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback</li> <li>□ <i>Time management</i>: completing task activity within agreed timeline</li> <li>□ <i>Team member</i>: respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others</li> <li>□ <i>Problem solving</i>: identifying problem, e.g. lack of materials, materials will not work; making suggestions on how to solve problems; creative thinking</li> <li>□ <i>Health and safety</i>: safe use of tools and equipment e.g. scissors, needles; non-toxic paints; unsuitable materials, e.g. polystyrene chips, toilet rolls</li> <li>□ <i>Communication skills</i>: applying literacy skills e.g. reading; producing clear and accurate records of activities; listening and questioning skills; discussing activities with colleagues, tutor, children</li> </ul>

## Information for tutors

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### Delivery

This unit needs to be delivered in the context of engaging children in a group activity and how learners can encourage them to participate in the activity.

For learning outcome 1, the tutor needs to define what group activities involve and identify a range of different types of activity. Learners need to understand that children working in a group activity may display different kinds of behaviour. Learners need to be able to identify the different behaviours that children show and how they should respond to the child to encourage them to join in and take part in the activity. This could be reinforced by video footage of different behaviour types. Alternatively, this could be carried out as a role-play activity, with each learner playing a different behaviour type within a group activity. They can then discuss what happened and how they felt. This could be completed as small-group tasks then fed back to the whole group.

For learning outcome 2, learners need to know how to engage a group of children in activities. They should look at both verbal and non-verbal communication. This could be linked to Unit 7: *Communication Skills with Children* to reinforce the learning that has taken place. Learners need to know how they can encourage children but not take over the activity. They must show an understanding of their physical relationship with children by sitting at the child's level and not standing over them. Learners need to understand how the environment in which children learn influences their participation of the activity. Learners could visit a setting to look at the visual displays and presentation of the activity resources. If this is not possible, a video showing how a classroom is set out could be used and learners could discuss it. Learners could then plan and make a display in groups. This will give them an opportunity to put in to practice activities covered in this unit. Throughout this unit learners need to demonstrate an understanding of the potential barriers that children may face in group activities. When using equipment learners can demonstrate an understanding of health and safety for themselves and the children. Learners need to understand the difference between adult-led and child-led activities and when they are appropriate, and what the adult's role is in both.

For learning outcome 3, learners must demonstrate personal skills in a children's group activity. If learners are not in a position of undertaking supervised work experience the tutor must make the learning situation as realistic as possible and relate it to the context of engaging children in a group activity. Some of the learning outcome content might be linked to learners' tutorial time. For example punctuality, attendance, completing tasks within agreed timelines and activities involving self-management, working as a team member and problem solving are part of learners' ongoing development. Health and safety and communication skills could be linked to tasks carried out within the unit as a whole.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led discussion – types of group activities for children.

Behaviours of children when in group activities.

Techniques of how to work with children with different behaviour types.

Task – learners watch a video showing children playing in a group; learners to identify how they respond in the group and what the adult can do to engage children.

Assessment: learners record how children may respond in different types of group activities and why some children may not engage in group activities (learning outcome 1).

Tutor-led discussion – how to engage children in group activities and identify barriers that may prevent engagement.

Visit to a setting such as a nursery class or visit from a guest speaker to discuss child-led group activities and adult-led group activities. Learners to prepare questions.

In small groups: plan an activity for a group of children.

Assessment: learner records techniques to engage a group of children in activities (learning outcome 2).

Tutor-led discussion:

- what is self-management?
- what is good time management and how to achieve it?
- why and how to be an effective team member?
- how problems can be solved
- health and safety issues when working with children in a group of different ages
- communication skills required when working with a group of children.

Assessment: learners are observed participating in a children's group activity and demonstrating self-management skills, problem-solving skills, safe practice and communication skills (learning outcome 3).

Assessment feedback and review of unit.

## Assessment

To meet criterion 1.1, learners must describe different group activities for children and different types of behaviour that children may show when working together in a group activity.

To meet criterion 1.2, learners must list different barriers that may prevent children from fully engaging in activities.

To meet criterion 2.1, learners must describe different techniques to engage a group of children. The techniques must include reference to at least one child-led and at least one adult-led activity.

To meet criterion 3.1, the tutor must observe and record learners' performances in a real or simulated event based around a group activity designed for children.

The assessment for this unit could be in two parts:

- assessment criteria 1.1, 1.2, 2.1: an assignment combining the assessment criteria with evidence comprising notes based around the role-play or video activities
- assessment criterion 3.1: a tutor observation of learners.

## Suggested resources

### Books

Minett P – *Child Care and Development, 6th Edition* (Hodder Education, 2010)  
ISBN 9781444117134

Sheridan M – *From Birth to Five Years: Children's Developmental Progress*  
(Routledge, 2007) ISBN 9780415423656

### Websites

<a href="http://www.kidsbehaviour.co.uk">www.kidsbehaviour.co.uk</a>	Source of advice on communicating with children
<a href="http://www.literacytrust.org.uk">www.literacytrust.org.uk</a>	Articles on how to support children's language
<a href="http://www.preschoolrainbow.org/preschoolers.htm">www.preschoolrainbow.org/preschoolers.htm</a>	Activities for children: songs, rhymes and finger plays

# Unit 15: Keeping Children Safe

**Unit reference number:** J/502/3377

**Level:** Level 1

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

This unit aims to help the learner to find out about and plan safe environments for children. Learners will investigate ways to protect children from accidents and injury and explore the measures that need to be taken to ensure children are protected from infections. The unit also covers how to keep children safe if abuse is suspected.

## Unit introduction

Everyone caring for children needs to have sound knowledge of all areas of child safety to provide a secure environment in which children can grow and develop safely.

Child safety concerns not only the prevention of accidents but also how to protect children from infection and, importantly, measures to keep children safe if abuse is suspected. Caring for children requires essential knowledge of all these aspects of child safety.

This unit aims to develop learner knowledge and understanding in these key areas as well as building up personal skills such as self-management and time management, contributing to a team, problem solving, working safely and communication which are essential for work.

For learning outcome 1, learners will investigate safety measures and safety equipment used to prevent accidents and injury to children.

For learning outcome 2, learners will learn about how infection may be spread and apply this knowledge to explore the hygiene measures that need to be taken to protect children from infection.

Indicators of abuse and the procedures to follow if abuse is suspected are covered in learning outcome 3.

For learning outcome 4, learners are given the opportunity to develop the personal skills that are essential for caring for children through planning a safe environment for children.



## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to keep children safe from accidents and injury	1.1	Identify ways to keep children safe from accidents and injury	<ul style="list-style-type: none"> <li>□ <i>Safety measures:</i> adult/child ratios; supervision; risk assessment, safety checks secure doors and gates; procedure in case of fire; storage of hazardous materials; safety rules, e.g. walk inside, carrying scissors with blades closed; first aid knowledge</li> <li>□ <i>Safety equipment:</i> safety equipment for young children, e.g. gates, harnesses in high chairs; safety equipment for activities, e.g. helmets for cycling; check equipment before use – risk assessments</li> </ul>
2	Understand how to protect children from infections	2.1	Explain ways to protect children from infections	<ul style="list-style-type: none"> <li>□ <i>Spread of infection:</i> by poor handwashing practice; by coughing and sneezing without covering the nose and mouth; eating food or drink which is not stored or prepared properly; through a cut or break in the skin; poor ventilation; unclean environment, e.g. toilets, kitchen surfaces; contaminated body fluids</li> <li>□ <i>Hygiene measures:</i> types of hygiene measures, e.g. correct handwashing procedure by adults and children (after: using the toilet, nappy changing, dealing with body fluids, messy activities, before: preparing food, eating); storing food according to instructions; defrosting food thoroughly; use food by 'use-by' date; preparing raw meat separately from other food; cook thoroughly; covering cuts; good ventilation; daily cleaning (kitchens, toilets, wash rooms); cleaning of nappy changing mat between nappy changes; wearing gloves to change nappies; disposing of nappies in covered bins; dealing with spillages of blood and body fluids (washing body fluids off skin with soap and water, wearing gloves, using paper towels to absorb spillage, using disposable cloth to wash soiled area with hot water and detergent; disposing of paper towels and cloths in double disposal bag, sealing bag)</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to keep children safe if abuse is suspected	3.1	Identify possible indicators of abuse	<ul style="list-style-type: none"> <li>□ <i>Possible indicators of abuse:</i> physical abuse, e.g. finger grip bruising, bite marks, fractures, cigarette burns; emotional abuse, e.g. withdrawn behaviour, lack of confidence; sexual abuse, e.g. difficulty sitting, knowledge about sexual matters inappropriate to age, fears/nightmares; neglect, e.g. underweight for age, constant hunger, poor hygiene, inappropriate clothing</li> </ul>
		3.2	Describe procedures to follow if child abuse is suspected	<ul style="list-style-type: none"> <li>□ <i>Procedures for suspected abuse:</i> safety of the child is paramount; listen to what the child says; reassure the child; make accurate records; only record facts; report to supervisor/manager if appropriate; report to local social services, NSPCC or police; confidentiality (do not share information with others)</li> <li>□ <i>Safe working:</i> safety when giving personal care to children</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to plan a safe environment for children	4.1	<p>As a team member, plan to care for a child aged 0–3 years or 3–5 years in a home environment and demonstrate:</p> <ul style="list-style-type: none"> <li>• self-management skills</li> <li>• a positive contribution as team member</li> <li>• meeting agreed deadlines</li> <li>• problem-solving skills</li> <li>• safe practice</li> <li>• communication skills</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>Children:</i> 0–3 years, 3–5 years</li> <li>□ <i>Planning:</i> consider age/stage of development of children; individual needs, e.g. health, abilities; safety measures; safety equipment; hygiene measures; personal hygiene; supervision of personal care routines; food preparation; toys and play equipment; supervision of play indoors and outdoors</li> <li>□ <i>Self-management:</i> flexibility; taking responsibility, e.g. gathering materials, setting up, tidying up; self-starting; assertiveness; readiness to improve own performance based on feedback</li> <li>□ <i>Time-management:</i> attendance; punctuality; completing task within agreed timeline</li> <li>□ <i>Team member:</i> respecting others; cooperating with and supporting others; negotiating/persuading; contributing to discussions; awareness of interdependence on others</li> <li>□ <i>Problem solving:</i> identifying problem, e.g. lack of resources, equipment broken, making suggestions how to solve problems; creative thinking</li> <li>□ <i>Health and safety:</i> checking equipment, recognising hazards</li> <li>□ <i>Communication skills:</i> applying literacy skills, e.g. reading; able to produce clear and accurate records of activities; listening and questioning skills; discuss activities with colleagues, tutor</li> </ul>

## Information for tutors

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### Delivery

A wide range of delivery methods may be used for this unit, including tutorials, presentations, videos, worksheets and internet sources. As many practical activities as possible should be included to help learners relate to the content of the unit. In this unit learners will need to demonstrate personal skills working as a member of a team to plan a safe environment for a child in a home setting.

The tutor could start delivering this unit by asking learners to consider situations when they felt unsafe. This would generate discussion and help learners to understand that safety concerns protection from infections and abuse, as well as the prevention of accidents and injury.

For learning outcome 1, a guest speaker could be invited, such as an early years practitioner, a childminder or an after school worker to speak about the procedures followed in their setting for keeping children safe from accidents and injury.

The need for risk assessment could be explored through a practical activity. Learners could complete a risk assessment of their study centre/classroom as if it were a crèche for young children. Learners could work in pairs to identify hazards and make suggestions for ways of minimising risk.

Learners could conduct paired research using websites and books to find out about the safety equipment available to protect children from accidents and injury. They could then prepare factsheets of their findings for other learners. Visits to different childcare settings to observe safety precautions would help learners to relate theory to practice.

Learning outcome 2 could be introduced with a quiz to assess learners' knowledge of how infection is spread. The quiz could be marked as a whole-group activity, generating discussion. The key features could be collated on the board/flip chart. Learners could work in groups to discuss scenarios relating to caring for children, for example baking activities with children, caring for a child with a cold, to identify situations where infection may be spread which will consolidate knowledge.

To gain an understanding of how to prevent the spread of infection when caring for children a mixture of tutor-led input and individual learner research is required. Small-group research using websites, books and journals could focus on measures required in different situations, for example food preparation, toileting, disposal of waste. Each group could present their findings to the other learners in the form of a presentation or PowerPoint.

Analysis of the hygiene procedures of different childcare settings and visits to settings to observe hygiene routines and measures would enable theory to be linked to practice.

When discussing child abuse, tutors need to be aware of the sensitivity of this subject, as learners' previous experiences may be revived. The possible indicators of child abuse for learning outcome 3 may be introduced by a guest speaker such as a social worker who is responsible for child protection. Whole-group discussion could follow to consolidate knowledge.

Whole-group analysis of scenarios where abuse is suspected and discussion of 'What would I do?' will help learners to understand the responsibilities of adults who care for children to know possible indicators and how to report suspicions to keep children safe.

Learners could work in small groups to examine the procedures of settings in relation to giving personal care to children. Tutor-led discussion could follow to focus on both the importance of protecting children from abuse and protecting adults from allegations.

To introduce learning outcome 4, tutors could use a whole-group discussion to assess learners' knowledge of their personal skills. The required skills could be made into a checklist which can be used to record when and how learners use personal skills for assessment criterion 4.1.

Learners should be involved in selecting the age of the child to plan how they would keep the child safe in a home environment. Tutors could provide case studies of different children to help learners make their selection, for example a four year old living in a first floor flat, a baby living in a house on three floors with a garden.

Learners can discuss how they are going to present their plans, possibilities for tasks and decide which tasks are manageable, achievable and match their skills and interests in 'What if?' scenarios. Learners could then agree an action plan.

Groups could research their plans using the internet, books and journals.

Learners can present their plans to the rest of the group; this may be a display, a poster, a PowerPoint presentation. This would provide further opportunity for learners to demonstrate personal skills such as communication, problem solving and health and safety.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

#### Topic and suggested assignments/activities

Introduction to unit and programme of learning.

Tutor-led delivery on keeping children safe from accidents and injury and safety measures to be followed.

Practical – tutor demonstrates and learners role play fire evacuation procedure.

Practical – learners investigate safety policies and procedures from different childcare settings. Each group chooses a different procedure and makes a presentation to group.

Group work – learners research safety equipment using internet, journals, books.

Assessment: learners record ways to keep children safe from accidents and injury (learning outcome 1).

Tutor-led delivery on cross infection.

Practical – tutor demonstrates correct handwashing techniques and learners practise handwashing using a light box.

Practical – learners visit childcare settings to observe hygiene measures.

Group work – research hygiene measures. Each group to choose a different aspect and present findings on posters.

Assessment: write up ways to protect children from infections (learning outcome 2).

## Topic and suggested assignments/activities

Tutor-led discussion on possible indicators of child abuse.

Visit from a guest speaker such as a social worker who is responsible for child protection. Learners prepare questions to ask.

Practical – tutor provides 'What would I do if?' scenarios for learners to discuss in small groups and feed back to the rest of the group.

Assessment: learners write up possible indicators of abuse and procedures to follow if child abuse is suspected (learning outcome 3).

Tutor-led discussion on planning safe environments for children of different ages.

Tutor-led discussion of personal skills needed when planning. Learners to devise a way of recording when they used these skills.

Practical – using resources, e.g. internet, journals to research a home environment for a child to keep them safe.

Assessment: learners to show evidence of planning for caring for a child in the home environment and evidence of personal skills (learning outcome 4).

Assessment feedback and review of unit.

## Assessment

Assessment criteria 1.1, 2.1, 3.1 and 3.2 may be linked together in one assignment task. Learners could be asked to provide guidance notes for an adult who is planning to care for children.

For assessment criterion 1.1, learners will need to identify different examples of pieces of safety equipment and different safety measures used to keep children safe from accidents or injury.

To meet assessment criterion 2.1, learners will need to identify different hygiene measures and give brief details of how each measure will protect children from infections.

For assessment criterion 3.1, learners will need to identify possible indicators of physical, sexual and emotional abuse and neglect.

To meet assessment criterion 3.2, learners will need to describe briefly what they need to do if they suspect abuse. This may be evidenced as a response to a case study.

Assessment criterion 4.1 may be evidenced through photographs of displays, video footage of presentations, witness testimonies, self-assessment checklists and/or one-to-one discussions with the tutor. Learners must be able to demonstrate that they have developed each of the personal skills stated in the content and criterion and understanding of how to protect a child from infection and injury. If discussions are used as an assessment method it is important that documentation is retained for internal and external verification.

## Suggested resources

### Books

Lindon J – *Safeguarding Children and Young People: Child Protection 0-18 years, 2nd Edition* (Hodder Arnold, 2008) ISBN 9780340947401

Minett P – *Child Care and Development, 6th Edition* (Hodder Education, 2010) ISBN 9781444117134

### Websites

<a href="http://www.gov.uk/government/organisations/department-of-health">www.gov.uk/government/organisations/department-of-health</a>	Department of Health. handwashing guidance, posters
<a href="http://www.hpa.org.uk">www.hpa.org.uk</a>	Public Health England – handwashing guidance, posters
<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>	Kidscape – charity established to prevent bullying and child sexual abuse.
<a href="http://www.nhs.uk/livewell/healthy-eating/pages/healthyeating.aspx">www.nhs.uk/livewell/healthy-eating/pages/healthyeating.aspx</a>	NHS Choices – advice on healthy eating
<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>	NSPCC
<a href="http://www.publichealth.hscni.net">www.publichealth.hscni.net</a>	Public Health Agency

# Unit 16: Planning an Enterprise Activity

**Unit reference number:** R/503/2857

**Level:** Level 1

**Credit value:** 1

**Guided learning hours:** 10

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## Unit aim

The aim of this unit is to give learners the skills and knowledge to plan an enterprise activity. Learners will generate ideas for products or services, and consider the roles and skills required, and the likely costs as well as the promotional materials needed.

## Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The focus of this unit is for learners to develop an understanding of how to set up an enterprise activity to sell a product or service, including the costs and responsibilities involved. Learners will also consider the skills required for the enterprise activity and how to promote the activity.



## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to select a suitable enterprise activity	1.1	Identify strengths of ideas generated for an enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Strengths and weaknesses of enterprise activity ideas:</i> availability and cost of resources, e.g. human and financial resources, materials, facilities, equipment, timescales, specific skills and knowledge required, potential demand for product or service, potential competition</li> </ul>
		1.2	Identify weaknesses of ideas generated for an enterprise activity	
2	Know appropriate roles and skills required for the enterprise activity	2.1	Identify roles required for the enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Roles required:</i> e.g. planner, salesperson, manufacturer, administrator, financial controller</li> </ul>
		2.2	Identify the practical and personal skills required for the enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Practical and personal skills required:</i> planning skills, budgeting and financial skills, manufacturing skills, communication, confidence, knowledge of product or service, customer service skills, promotional and selling skills</li> </ul>
3	Know the costs involved in producing and selling a product or service	3.1	Identify the cost of items and processes related to producing and selling the product or service	<ul style="list-style-type: none"> <li>□ <i>Production costs:</i> ingredients, components, equipment, facilities, skills, time</li> <li>□ <i>Selling costs:</i> advertising, printing of leaflets or flyers, facilities, e.g. hire of stall at charity event or local market</li> </ul>
		3.2	Identify the final pricing of the product or service using basic calculations	<ul style="list-style-type: none"> <li>□ <i>Pricing of the product or service:</i> realistic pricing; covering costs and making a profit</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to use an appropriate promotional technique	4.1	Use an appropriate method to promote a product or service	<ul style="list-style-type: none"> <li>□ <i>Promotional materials and methods:</i> selection of relevant media for promotion, e.g. poster, leaflet, flyer, launch event; using a logo or branding; using pricing strategies, e.g. special introductory discount; conveying information about product or service in a way that is clear, accurate and attractive, e.g. information about location, availability, contact information, features of product or service</li> </ul>

## Information for tutors

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### Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of the relevant enterprise concepts in an applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can either be producing a product, for example greeting cards, baking biscuits, making sweets, making jewellery, or providing a service such as selling ice cream or carwashing. During the delivery of this unit, learners should be given as much practical experience as possible.

This unit has been designed so that it can be delivered with *Unit 17: Running an Enterprise Activity* and *Unit 18: Producing a Product*.

To introduce the unit, tutors could stimulate discussion as to what is needed for a successful enterprise activity and, through the discussion, ideas could be generated regarding different types of products and services. It is important to emphasise that the activity must be possible within the learner's current skills. These ideas could be explored individually or through group activity.

A question and answer session could determine the strengths and weaknesses of different enterprise ideas. The advantages and disadvantages of ideas could also be explored through the form of a 'Dragons' Den' type of presentation to a group, with peers commenting on the ideas.

Group discussion could be used to explore roles within an enterprise activity and the personal skills involved. Learners could also interview business people or consult entrepreneur websites for ideas on the kind of roles and skills needed for different types of enterprise activities.

In order for learners to understand the importance of promotional techniques and selling skills, it would be useful for them to watch clips of TV adverts and/or review advertising from a range of sources such as the internet, radio, newspapers and magazines. Point of sale advertising could be a useful resource which is also readily available. Specific information on selling skills could be gained from a range of services including books, internet and media articles. Personal skills in enterprise could be observed through TV documentaries on business start-ups and TV programmes such as *Dragons' Den*.

Learners could investigate costs of their chosen enterprise idea by active research via the internet or interaction with possible suppliers. Setting prices could be a result of research (such as questionnaires or a small-scale focus discussion), exploring what prices customers are prepared to pay for a product or service. Business people could also be interviewed for advice on how to set a realistic profit margin.

To complete this unit, learners could explore and research a variety of advertising media and promotional events as they decide on the appropriate promotion materials for their enterprise activity.

## Assessment

This unit can be assessed through a series of structured tasks or activities including a mixture of theory-based and practical application.

For 1.1, the learner should be given the opportunity to discuss possible ideas for an enterprise activity before deciding on the strengths and weaknesses of the ideas. This could be part of a group discussion with a tutor or take place as an individual activity. The learner must identify more than one type of product or service before choosing one enterprise idea to pursue further in this unit. To achieve 1.1, the learner needs to identify at least one strength and one weakness in two different enterprise ideas.

To achieve 2.1 – 2.2, the learner needs to identify the different key roles for their enterprise activity. These could include examples such as the role of researcher, promoter, salesperson and keeping financial records. Additionally, the learner must be able to identify practical and personal skills that would be required in the enterprise activity.

To achieve 3.1, the learner needs to identify a range of costs, and processes related to producing and selling, their product or service. This could be presented as a brief poster or a written presentation.

To achieve 3.2, the learner is required to use basic calculations to show how they will work out their final sale price for their product or service. This could be included as part of the poster or the presentation produced for 3.1.

For 4.1, the learner must produce some promotional material for their product or service such as a flyer or poster which contains key information. This information should include an accurate description of the product or service, logo or branding, price, location and availability of the product or service and/or contact information.

## Suggested resources

### Websites

<a href="http://www.enterprise-education.org.uk">www.enterprise-education.org.uk</a>	Enterprise Education Trust
<a href="http://www.enterpriseinschools.org.uk/">www.enterpriseinschools.org.uk/</a>	Enterprise in schools – access to education
<a href="http://www.gov.uk/browse/business">www.gov.uk/browse/business</a>	Government information on starting up and running a business
<a href="http://www.stridingout.co.uk">www.stridingout.co.uk</a>	Provides leadership, business and career-building advice

# Unit 17: Running an Enterprise Activity

**Unit reference number:** Y/503/2858

**Level:** Level 1

**Credit value:** 1

**Guided learning hours:** 10

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## Unit aim

This unit gives learners the opportunity to use their skills and knowledge to run an enterprise activity. Learners will gain practical experience of choosing a venue, products, marketing and setting prices in relation to costs.

## Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The focus of this unit is to provide learners with the opportunity to carry out an enterprise activity. Learners will demonstrate selling a product or service, taking into account the practical and personal skills required.

Learners will also develop an understanding of how to increase the chances of success in an enterprise activity and how to evaluate its performance.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to increase the likelihood of success in an enterprise activity	1.1	Identify features which would lead to the effective delivery of a chosen enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Features leading to effective delivery:</i> identify customers and what customers want or need, conduct market research, estimate number of sales, plan tasks and timescales, allocate tasks and roles according to a plan, evaluate skills needed and who best able to provide them</li> </ul>
2	Be able to complete an enterprise activity	2.1	Prepare the product or service for the enterprise activity incorporating required features	<ul style="list-style-type: none"> <li>□ <i>Selling a product using practical and personal skills:</i> suitable product or service prepared; necessary components obtained; appropriate promotional materials produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales and communication skills demonstrated, implementation and organisational skills demonstrated</li> </ul>
		2.2	Create appropriate advertising for the product or service	
		2.3	Set an appropriate price for the product or service offered	
		2.4	Demonstrate appropriate sales and communication skills	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to review the success of the enterprise activity	3.1	Produce records to show the successes and failures of the enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Producing records:</i> show cost of producing product or service; recording numbers of product or service sold; income before costs; profits/losses; evaluating success of enterprise activity in terms of number of sales and profit made/not made; reasons for success or failure e.g. quality of the product, venue, cost, weather, advertising</li> </ul>
		3.2	State what would be done differently should there be another enterprise activity	

## Information for tutors

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### Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of the relevant enterprise concepts in an applied way. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can either be producing a product, for example greeting cards, baking biscuits, making sweets, making jewellery, or providing a service such as selling ice cream or carwashing. During the delivery of this unit, learners should be given as much practical experience as possible.

This unit has been designed so that it can be delivered with *Unit 16: Planning an Enterprise Activity* and *Unit 18: Producing a Product*.

At this level, learner activities will require them to carry out some multi-stepped tasks. In the completion of tasks for this unit, learners should demonstrate appropriate planning and preparation skills. Additionally, the learner must be given the opportunity to show competency in organisational skills and skills in reviewing the success (or failure) of the enterprise activity. A learner in the workplace should be able to identify and use some work-related skills in running their enterprise activity.

Learners are likely to require clear guidance from their tutor or line manager in thinking about how to run their enterprise activity, but should aim to operate with less supervision than at Entry Level 3. Regular feedback will promote steady progress in the development of the required skills and knowledge. Learners will require supervisory guidance and regular monitoring and review of progress in order to identify the knowledge and skills that have been developed.

Learners might find it helpful to use group discussions to explore features that should ensure that their enterprise activity is successful. 'Successful' in this context means that the learner understands how to carry out their activity and reach their planned sales targets.

Group discussions may also be a useful way of helping learners understand the importance of consumer needs in influencing the success of an enterprise activity. Learners could also seek advice or opinions from visiting guest speakers or other business people about consumer demand and how the enterprise activity might meet consumers' needs.

Group discussions could be used to come up with a checklist of tasks needed to carry out the activity on the day(s) chosen. The list of tasks could also be produced as an individual piece of written work or as a PowerPoint presentation.

The learner's enterprise activity could be delivered as part of an enterprise activity day using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could also take the form of a one-off, small group activity or an individual enterprise activity.



Learners could seek guidance from record-sheet templates that suggest the key financial information that need to be recorded to evaluate the overall successes and/or failures of the enterprise activity. Learners could also seek advice from entrepreneurs or business people regarding which financial information to record and how to present it. They could also participate in a question-and-answer session with a visiting speaker.

## Assessment

Assessment of this unit centres on the completion of an enterprise activity.

For 1.1, the learner must be able to identify key features leading to the success of a chosen enterprise activity. This could be provided, for example, in a written report, a brief presentation, video evidence or completion of a log or record sheet. The number of key features would depend on the nature of the enterprise activity, but typically the learner should be able to discuss at least two key features for success.

For 2.1 to 2.4, the learner must provide witnessed evidence that the enterprise activity has taken place. The product or service must have been prepared incorporating the features specified in 1.1, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by the learner. The prepared product or service may comprise something the learner has produced themselves (jewellery they have made), or something produced by someone else (ice cream purchased by the learner and sold on a stall at a trade fair). Photographic or video evidence can be used, as well as a tutor witness statement.

For 3.1, some simple records need to be provided, showing costs and revenue and a calculation of profit/loss made, providing a brief comment as to the reasons for success or failure of the enterprise activity. Record sheets provided by a tutor can be used for this purpose. For 3.2, the learner should be able to state what would be done differently should there be another enterprise activity. Consideration could be given to the venue, time of the enterprise activity, the marketing, quality of the product or service, and the communication skills used.

## Suggested resources

### Websites

[www.enterprise-education.org.uk](http://www.enterprise-education.org.uk)

Enterprise Education Trust

[www.gov.uk/browse/business](http://www.gov.uk/browse/business)

Government information on starting up and running a business

[www.stridingout.co.uk](http://www.stridingout.co.uk)

Provides leadership, business and career-building advice

# Unit 18: Producing a Product

**Unit reference number:** D/503/2859

**Level:** Level 1

**Credit value:** 1

**Guided learning hours:** 10

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## Unit aim

In this unit learners are given the knowledge and skills to safely produce a product or item. Learners will consider the skills required to make the product, and the necessary precautions to ensure safety. They will assess the finished item.

## Unit introduction

Being involved in a production activity can help learners develop a range of basic entrepreneurial skills.

In this unit, learners will find out how to make a product or item safely, understand the skills required in making the product or item and evaluate the quality of the product or item. They will also consider whether the quality of the finished item is in line with original expectations.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to make a product or item	1.1	Produce a plan to make a product or item	<ul style="list-style-type: none"> <li>□ <i>Plan for making a product or item:</i> choice of appropriate product or item to make, record steps to be followed in making the product or item; list and obtain resources and materials needed for product or item; plan for effective use of different types of equipment e.g. tools, measuring instruments, appliances, containers, plan for safe use of equipment, use of safety clothing if required</li> </ul>
		1.2	Identify the materials and equipment required	
		1.3	Identify any relevant safety points	
2	Understand the skills required to make the product or item	2.1	Outline the skills required to make the product or item	<ul style="list-style-type: none"> <li>□ <i>Skills required to make the product or item:</i> technical, personal or practical skills required to make the product; identify any skills gaps</li> </ul>
		2.2	Identify any new skills that might be required	
3	Be able to produce the product or item safely	3.1	Produce a product or item using relevant skills, materials and equipment	<ul style="list-style-type: none"> <li>□ <i>Producing the product or item:</i> using appropriate materials and equipment</li> </ul>
		3.2	Take appropriate measures to produce the product or item safely	<ul style="list-style-type: none"> <li>□ <i>Steps to safely produce the product or item:</i> use correct materials, methods and equipment as required; use any equipment effectively and safely; use appropriate safety clothing and protection if required e.g. safety glasses, appropriate footwear, gloves; first-aid supplies available; produce safe item or product</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to assess how well the product or item was made	4.1	State what parts of the finished product or item met with expectations	<ul style="list-style-type: none"> <li>□ <i>Quality of the finished product or item:</i> quality of materials used, quality and use of equipment; comparing quality of final product or item against original plans for quality of product or item</li> </ul>
		4.2	State what parts of the finished product or item did not meet the original expectations	
		4.3	Outline what changes would be made if the product or item were to be produced again	

## Information for tutors

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### Delivery

This unit has been designed to be as practical as possible. Groupwork and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

Learners should be encouraged to gain an understanding of producing a product or item. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately. While producing their product or item, learners need to consider and apply the relevant safety measures.

Activities can be carried out individually or in groups. The process of producing the product or item is as important as the product or item itself.

The learning outcomes and assessment criteria refer to products or items. Learners could produce small items such as handmade jewellery, confectionery, candles or gift boxes as well as larger-scale products that might require the use of workshop facilities.

It would be helpful if learners could visit a production line to see how products and items are made on a commercial scale. The layout of the production line would help learners to sequence their own production plan, as well as giving them an opportunity to see how tools and materials are used. The safety concerns of staff using machinery can also be highlighted.

Groupwork can be used to generate discussion about the creation of production plans. Learners should be asked to create plans for producing products or items that they are familiar with, such as making a cup of coffee or tea. Learners can then concentrate on the process and think about the skills needed.

Learners need time to practise making their product or item. Safety should be paramount, and learners should be aware of the safety measures that they need to take. Peer assessment of their work will allow learners to develop their skills in assessing the quality of the finished product.

Learners need regular assessor support and guidance, with reviews of progress undertaken by the tutor or line manager to identify the knowledge and skills that have been developed, as well as areas of knowledge, understanding and skills that need improvement.

The unit focuses on developing the skills needed to make a product or item under some supervision.

Activities can be carried out individually, or a group of learners can work together to make an item or product. The item or product itself can be very simple in design — it is the learners' learning experiences which are important.

Delivery of this unit could be carried out in conjunction with *Unit 16: Planning an Enterprise Activity* and *Unit 17: Running an Enterprise Activity*.

## Assessment

This unit can be assessed through a series of structured tasks or activities. A range of assessment activities can be used. Methods such as photographs and video and audio recordings could add to the range of evidence suggested.

For 1.1, 1.2 and 1.3 the learner must produce a straightforward plan for how the product or item will be produced, listing any materials and equipment needed, as well as the safety points to be aware of. Tutors or line managers could provide examples of planning templates but the learner must be able to independently select the best way to present their plan and decide the information required in the plan. Alternatively, a brief poster or PowerPoint presentation witnessed by the tutor could be used.

For 2.1, a question-and-answer session could be used as evidence for the learner to describe the skills required to make the product or item. Alternatively, the learner could include an outline of the required skills as part of the plan submitted for 1.1. The learner must outline at least two skills needed to make the product or item. These may be personal or practical skills. The learner must also be able to identify any new skills that might need to be acquired in order to make the product or item.

Criteria 3.1 and 3.2 should be combined so that the learner demonstrates that they have taken appropriate safety measures while making the product or item, or an aspect of the product or item safely. This evidence will be observed by the tutor or designated person. The evidence need to be recorded.

For 4.1 and 4.2, the tutor or line manager may prompt the learner with questions or comments about the item or product, but the learner must show that they are able to make an independent judgement about the quality of the item or product they have produced and whether it has met their original expectations. A statement about the quality of the final product or item could be written by the learner.

For 4.3, the tutor or line manager may prompt the learner with questions or comments about the item or product, but the learner must be able to show that they can outline changes that they would make to improve the item or product.

Alternatively for 4.1, 4.2 and 4.3, the tutor could record a discussion in which the learner comments on the quality of the finished item or product, and proposed changes. A question-and-answer session with a witness statement may be used to review how well the product or item was made, whether it has met the original expectations of the plan and how the plan could be modified. Alternatively, if a planning template was used for 1.1, the learner could cross-reference the quality of the product or item against the description of the product or item in the original planning template.

## Suggested resources

### Websites

[www.enterprise-education.org.uk](http://www.enterprise-education.org.uk)

Enterprise Education Trust

[www.gov.uk/browse/business](http://www.gov.uk/browse/business)

Government information on starting up and running a business

[www.stridingout.co.uk](http://www.stridingout.co.uk)

Provides leadership, business and career-building advice

# Unit 19: Managing Money Matters

**Unit reference number:** D/600/9317

**Level:** 1

**Credit value:** 1

**Guided learning hours:** 10

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## Unit aim

The aim of this unit is for learners to develop knowledge and understanding of how to manage their finances through planning a personal budget. Learners will explore ways of paying for goods and services and of making savings.

## Unit introduction

A survey conducted by the Personal Finance Education Group (pfeg) revealed that more than half of teenagers were in debt to friends or families. Opportunity, peer pressure and media influence are all contributing factors. However, the survey also showed that being involved in making financial decisions helps young people and adults to feel more in control of their lives. Helping young people and adults to understand their attitudes and behaviours towards finance, as well as learning the jargon and knowing about financial products, is integral to this. This unit aims to develop learner knowledge and skills in these key areas to enable individuals to manage a personal budget and identify the savings they can make.

For learning outcome 1, learners explore different ways of paying for goods and services.

Reasons and ways to save are investigated in learning outcome 2.

For learning outcome 3, learners can prepare a personal budget and consider ways in which they make savings.

## Essential resources

Learners will need access to an interactive whiteboard and/or individual PCs.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to pay for goods and services	1.1	Describe ways to pay for different goods and services	<ul style="list-style-type: none"> <li>□ <i>Forms of payment:</i> cash – easy for small items, accepted by most retailers, easy to monitor spending, can be lost; cheques – not available to under-16s, safe, can be posted, take time to clear, can bounce; cash card – used in Automated Teller Machines (ATMs) to get cash out of bank/building society account, need a Personal Identification Number (PIN), available at 11 years of age from some banks/building societies; debit card – used instead of cash, can draw money at ATM, needs a PIN, can pay for goods in shops, money taken directly out of account; direct debit and standing orders</li> <li>□ <i>Borrowing to pay for goods and services:</i> credit card e.g. used instead of cash, payment made every month, credit limit, minimum monthly payment, interest charged on unpaid amount, difficult to keep track of spending, available at 18 years of age; store card e.g. credit card for that store only, minimum monthly payment, higher rate of interest than credit cards</li> </ul>
2	Understand saving	2.1	Explain reasons to save	<ul style="list-style-type: none"> <li>□ <i>Reasons to save:</i> for an emergency; to buy large items; for a holiday; for higher education; for a pension; for peace of mind</li> </ul>
		2.2	Review methods of saving	<ul style="list-style-type: none"> <li>□ <i>Methods of saving:</i> saving accounts e.g. National Savings, bank/building society accounts; in daily life e.g. walk or cycle, saver tickets, mobile phone deals; clothes e.g. markets or charity shops, sales; entertainment e.g. 2 for 1 offers, borrow DVDs from library; food e.g. buy own brands, drink tap water, packed lunch</li> </ul>
3	Be able to plan a personal budget	3.1	Present a personal budget for a month	<ul style="list-style-type: none"> <li>□ <i>Budgeting:</i> income e.g. from earnings, gifts, pocket money, interest on savings; expenditure e.g. spending on essential needs, luxury items; keep ongoing records</li> </ul>
		3.2	Identify ways savings can be made in a personal budget	



## Information for tutors

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### Delivery

Tutors have the opportunity to use a wide range of active learning methods and to tailor them to the particular interests of learners. Relevant and meaningful tasks which involve learners in discussion and debate are motivating and contribute to the development of the skills needed to make positive choices and anticipate problems before they arise. However, it is particularly important to be aware of the needs of individuals and their social or cultural background as issues with money and personal finance may be sensitive for some learners. Developing ground rules with learners to encourage constructive discussion and the promotion of respect, courtesy and understanding is an effective way to avoid problems. Activities such as role play, case studies and analysis of videos/DVDs, are distancing techniques which enable sensitive discussion of money issues. Activities for the interactive whiteboard including quizzes and games, which learners can play alone, in pairs and in groups, provide effective depersonalised learning opportunities.

### Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
<p>Introduction to unit and structure of the programme of learning and assessment.</p> <p>Activity – learners devise a questionnaire to interview family members about payment methods they use and reasons for their choice. Feed back questionnaire results to whole group for discussion.</p> <p>Activity – group activity – learners draw up table of advantages and disadvantages of each payment method.</p> <p>Activity – paired research – which credit card offers the best deal? Present findings to whole group to compare results.</p> <p>Activity – dramatisation of situations advising a friend about the best method to use to pay for different items.</p> <p>Activity – paired work. Analysis of case studies. Did the individuals in each case study choose the best payment method?</p> <p>Assessment – record ways to pay for different goods and services. (Learning outcome 1)</p>
<p>Activity – tutor poses a hypothetical question. You have been given £5000. What would you do with the money? Tutor-led discussion to explore needs and wants and explore the concept of saving.</p> <p>Activity – paired work – learners investigate the differences between needs, wants and demands through listing what they would need and want to survive on a desert island.</p>

## Topic and suggested assignments/activities

Activity – paired work – analysis of case studies to explore the impact of saving on individuals, e.g. a learner unable to find part-time work so she can afford to complete her course, student needing funds to buy professional knives for a catering course. Tutor-led group discussion to consider the consequences for individuals in the case studies of borrowing money.

Activity – competition. Groups challenged to think up money saving tips in relation to the home, travelling, entertainment and clothing. Make posters to display in the school or college (cross-curricular link to sustainability).

Activity – investigate the cost of travel in the local area and how money could be saved e.g. the cost of daily bus or train tickets compared with weekly, monthly or yearly travel passes, how often someone would need to travel in order to save money with the various passes.

Activity – list situations where money and/or resources are wasted as a result of poor financial decisions, e.g. someone buying more food than they can use and throwing some away. Feed back for whole-class discussion.

Activity – guest speaker from a financial organisation to discuss saving products.  
Activity – individual research into savings products to identify a product to suit own needs.

Assessment – record reasons to save and methods of saving. (Learning outcome 2)

Activity – tutor input. What documents do you need?

Activity – paired work using simulated finance documents, extract information about expenditure of individuals.

Activity – tutor demonstration of completing a budget sheet.

Activity – worksheet.

Activity – group work – budgeting challenge. Use case studies to plan the management of individuals' finances in order to meet their needs without incurring debt.

Activity – individual work – prepare own budget and identify savings.

Assessment – record personal budget and how savings can be made. (Learning outcome 3)

Assessment feedback, review and evaluation of unit.

## Assessment

Assessment criterion 1.1 requires learners to give clear details about how to pay for different goods and services. Appropriate payment methods for at least four different goods and services will need to be given. Evidence may be provided in response to case studies.

For 2.1, learners must give at least four different reasons for saving.

Evidence for 1.1 and 2.1 could be produced through question and answer sessions with the tutor, with a signed witness statement, or through completion of a work sheet.

2.2 requires learners to consider ways in which savings can be made. To meet this criterion learners will need to include information about savings accounts and savings in daily life. Evidence may be produced in response to case studies.

For 3.1, learners must provide evidence of their own budget for a month to include all income and expenditure and the balance.

3.2 requires learners to give three ways in which they could make savings in their personal budget.

## Suggested resources

### Books

*Guidance on financial capability in the secondary curriculum: Key Stage 3 and 4* (DCSF, 2008)

*My Money PSHE Education Teacher Handbook* (PFEG, 2009) via  
[TES.co.uk/teaching-resource/my-money-pshe-education-teacher-handbook-6089524](http://TES.co.uk/teaching-resource/my-money-pshe-education-teacher-handbook-6089524)

### Other

The following resources can be found on the Nationwide Education website, [www.nationwideeducation.co.uk/linkto/personal-finance1](http://www.nationwideeducation.co.uk/linkto/personal-finance1):

Fact Sheets:

- FB1-FB4: Forms of Payment
- FB6: Financial Services
- FB8: Personal Finance Documents
- FB9: Budgeting
- FB10: Money Saving Tips
- Work Sheets:
- WA2: Spending Money
- WB1: Forms of Payment
- WB4: Budgeting Activities
- WB6: Money Throughout our Lives

### Websites

<a href="http://www.creditaction.org.uk">www.creditaction.org.uk</a>	National money education charity
<a href="http://www.islamic-banking.com">www.islamic-banking.com</a>	Institute of Islamic Banking and Insurance – information on the principles of Islamic finance
<a href="http://www.nationwideeducation.co.uk">www.nationwideeducation.co.uk</a>	Nationwide Education’s Financial Capability programmes for ages 4 to 18+ – free resources include interactive games, fact sheets, work sheets, glossary and extension activities
<a href="http://www.pfeg.org">www.pfeg.org</a>	Personal Finance Education Group – provides teaching resources
<a href="http://www.rbsmoneysense.co.uk">www.rbsmoneysense.co.uk</a>	MoneySense Royal Bank of Scotland resources to support young people aged 11-18 in learning to manage their personal finances

## **Unit 20: Learning with Colleagues and Other Learners**

**Unit reference number:** F/503/2840

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 20

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### **Unit aim**

This unit looks at how the learner can learn effectively with their peers and other learners. Learners will be made aware of where learning can take place, how to record their progress in learning and that there are many different ways to learn.

### **Unit introduction**

It is important that learners understand how to learn in an effective manner with others who are working or learning at the same level. This may be as part of a defined team working towards common objectives or in a group working on the same piece of work, or it may be working across teams of people at a similar level within an organisation. In this unit, learners will be introduced to ways in which they can work alongside their peers in a learning context. They will learn about the value of discussing their learning and aiming for learning goals. They will also come to the important understanding that people have different learning styles and, therefore, learn in different ways.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know of situations where learning can take place	1.1	Outline learning situations with co-workers	<ul style="list-style-type: none"> <li>□ <i>Learning situations with others:</i> informal e.g. small group discussions, school or college classes, team building or development activities, day-to-day working with a team of people at the same level; formal learning situations e.g. training courses, induction days</li> </ul>
		1.2	Outline learning situations with other learners	<ul style="list-style-type: none"> <li>□ <i>Learning situations with co-workers:</i> finding answers and solutions to tasks or problems through talking and working with co-workers e.g. solving a problem by using ideas from several people, rather than just own ideas</li> </ul>
2	Be able to interact with colleagues or other learners in a learning situation	2.1	Give opinions-about an aspect of own learning	<ul style="list-style-type: none"> <li>□ <i>Express opinions or feelings about an aspect of their learning:</i> e.g. likes and dislikes, how useful the presentation was</li> </ul>
		2.2	Respond appropriately to others' opinions and feelings about an aspect of learning	<ul style="list-style-type: none"> <li>□ <i>Respond appropriately to others' opinions and feelings about an aspect of learning:</i> e.g. letting people have their say, not interrupting, not responding rudely, being polite and tactful</li> </ul>
		2.3	Give and receive feedback about own learning	<ul style="list-style-type: none"> <li>□ <i>Give and receive feedback about their learning:</i> feedback to other learners on how useful learning was, what could be improved; receiving feedback from others about contributions and opinions, attitudes and behaviours, whether something was successful</li> </ul>
3	Know that people have preferred individual learning styles	3.1	Identify own preferred method of learning	<ul style="list-style-type: none"> <li>□ <i>Methods of learning:</i> observing others at work, asking questions, listening to instructions or information, finding out information or doing research, attending courses, classes or training, taking a qualification, doing a practical task</li> </ul>
		3.2	Outline how this compares to how other people prefer to learn	

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to record progress in learning	4.1	State own learning goal	<ul style="list-style-type: none"> <li>□ <i>Setting person learning goals</i>: identifying a personal goal that they can work towards or that is relevant to their area of work or study</li> <li>□ <i>Recording progress</i>: recording progress (ie what has been learned) informally or formally; recording progress by using a learning plan, as part of an appraisal and development process</li> </ul>
		4.2	Identify the progress made towards own identified learning goal	
		4.3	Outline what went well and what did not go so well in own learning	
		4.4	Create a new learning plan to achieve the next learning goal	

## Information for tutors

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### Delivery

Group or individual discussions would provide opportunities for learners to discuss a situation in which they will learn with people who are working or learning at the same level as them. Examples could include situations where they learn alongside colleagues or classmates, or with people who have the same level of experience as them — for example people they come into contact with during training courses or on induction sessions. These would be people who the learner comes into contact with, although this may not necessarily be on a day-to-day basis.

Examples of appropriate situations for learning outcome 2 could include a training course, teambuilding activity or development session in which the learner's peers are also present. In expressing their opinions or feelings about their learning, learners could be encouraged to consider their likes and dislikes and how they feel about different learning situations. They could ask themselves questions such as 'Am I finding it difficult or easy to participate in the activity?' or 'Is this an easy or difficult skill to learn?'

In supporting learners to achieve learning outcome 3, tutors could encourage them to think about the way in which they learn — how do they learn best and what do they feel helps them to learn? For example, do they enjoy observing others and learning from experience or do they need a more formal structure like a training course? Do they learn best from written information or by talking to others?

Tutors could also make use of a group situation with learners discussing their individual preferred way of learning and comparing this with the others in the group. Learners could also go on to discuss the advantages and disadvantages of each learning method. Learners should understand the value of different ways of learning and that one learning method is not necessarily better than another. The emphasis is on finding out what suits the needs of individual learners.

Tutors would find it helpful to encourage learners to think about how they could record progress in their learning. Learners should be able to agree an identified learning goal with tutors/line managers which can be achieved in a learning situation with peers, such as colleagues or other learners, and discuss their progress towards this learning goal through a peer learning situation.

### Assessment

Evidence for 1.1 and 1.2 could come from a group discussion that shows the individual learner's contribution, or an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence or other appropriate format. It may also be supported by written notes from the learner or the tutor/line manager. The learner must be able to describe a situation in which they can learn with co-workers or other learners/students.

Evidence for 2.1 - 2.3 could come from either an observation of the learner by the tutor, line manager or other designated person or from written evidence. The learner needs to present the information appropriately and respond to others' views in an appropriate manner. The evidence could take the form of a witness statement, observation notes or a video of the learner's interaction with other co-workers or

learners, along with supporting notes. If in a written format, evidence of the learner's communication should be provided (for example, copies of emails, memos or letters), with a supporting commentary from the tutor/line manager if appropriate.

The learner needs to be able to respond appropriately to others' opinions and feelings, for example being polite and tactful, even if they don't agree with the opinion or feeling that was expressed. Learners should also be able to give feedback about their learning in an appropriate way. They could, for example, fill in feedback forms at a training course and provide helpful information about how to improve the course and what they found useful or not. The learner should be able to receive feedback (general or specific) from other learners or co-workers about a shared learning activity, for example whether or not the learning activity was a success, whether or not the learner made a positive contribution to the group, and whether or not the learner demonstrated to others that they understood and learned something.

Evidence for 3.1 and 3.2 could come from a group discussion which shows the individual learner's contribution, or an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence or other appropriate format. It may also be supported by written notes from the learner or the tutor/line manager. The learner needs to recognise their preferred method of learning and describe how this compares to those of others.

Evidence for 4.1, 4.2, 4.3 and 4.4 could come from a one-to-one discussion between the tutor/line manager and the learner, or from a small group discussion in which the learner describes the progress they have made towards an identified goal. The learner should create a new learning plan to achieve the next learning goal. The tutor should give appropriate advice and guidance but the learner should create their own plan.

## Suggested resources

### Websites

<a href="http://www.lifecoachexpert.co.uk">www.lifecoachexpert.co.uk</a>	Lifecoach Expert
<a href="http://www.mindtools.com">www.mindtools.com</a>	Provides toolkit for developing work-related skills



# Unit 21: Career Progression

**Unit reference number:** F/503/2837

**Level:** 1

**Credit value:** 2

**Guided learning hours:** 20

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## Unit aim

The aim of this unit is for learners to understand the importance of career progression and develop the skills to plan short-term goals for their own career development based on self-assessment of skills, qualities and experience.

## Unit introduction

Successful career progression requires planning, forethought and clear understanding of your own skills, experiences and circumstances. This unit aims to help learners develop an understanding of what is required of them in order to progress in a career that interests them. Learners will also become familiar with various types of career progression resources and guidance, and the various work or study options they offer. The unit provides an opportunity to consider the importance and benefits of career progression. Learners will also find out about the practicalities of planning a stage in their career development, such as goals and timelines.

## Essential resources

Learners need access to a range of career-related resources such as websites and publications, and tutors and careers advisers.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand career progression	1.1	Explain the importance of career progression for the individual	<ul style="list-style-type: none"> <li>□ <i>Importance of career progression:</i> improved quality of life, personal fulfilment, job satisfaction, financial benefits, teaching or training others, inspiring or helping others, ongoing learning and development for self</li> </ul>
		1.2	Describe the role of work and study in career progression	<ul style="list-style-type: none"> <li>□ <i>How work and study help career progression:</i> potential for pay rise or improvement in employment prospects; could lead to new job role; gain promotion; work e.g. improve skills, learn new skills, gain experience; study e.g. gain qualifications, extend knowledge</li> </ul>
2	Be able to assess skills and qualities for career progression	2.1	Outline personal skills, qualities and experience relevant to career progression	<ul style="list-style-type: none"> <li>□ <i>Skills and qualities:</i> interests, formal and informal experience, training and qualifications, hobbies, personal strengths, qualities, abilities and talents</li> <li>□ <i>Skills and qualities relevant to career progression:</i> personal skills and qualities e.g. self-motivation, flexibility, determination, goal setting; ability or desire to learn new skills and information</li> </ul>
		2.2	Identify areas of work or study suited to own personal skills, qualities or experience	<ul style="list-style-type: none"> <li>□ <i>Areas of work or study suited to personal skills, qualities or experience:</i> linking personal skills, competences, experience, qualities and interests to specific areas of work or study e.g. experience in caring for young children or a disabled relative could lead to a career in personal or social care, interest in computers might suit enrolment in IT course, confidence in talking to people could fit a role in sales or retail</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to plan short-term goals for career progression	3.1	Identify sources for information and guidance for own career progression	<ul style="list-style-type: none"> <li>□ <i>Information and guidance related to career progression:</i> information/guidance e.g. college, school or community-based careers services, Jobcentres, Learndirect, libraries, careers and jobs sections in local newspapers, magazines and websites, personal development and career development magazines and websites, work placements, progress files, vocational specialists websites such as Careers England, Careers Wales, Careers Scotland, Careers Ireland, Sector Skills Councils and a range of BBC links to <i>Blast</i>, <i>Go Get it</i>, <i>One Life — Your World: Work and Future</i></li> </ul>
		3.2	Identify career and course options from sources of information and guidance appropriate to own skills, qualities and experiences	
		3.3	Identify short-term goals that will help progress own career	<ul style="list-style-type: none"> <li>□ <i>Plan the next stage in their career progression:</i> setting short-term goals; the role of self in career planning e.g. mindset, personal behaviours and qualities; ensuring goals are appropriate; the role of others in career progression e.g. family, friends, tutors, employers; realistic timelines; resources e.g. financial support, childcare</li> </ul>
		3.4	Identify a timeline for achieving the short-term career progression goals	
		3.5	Identify resources for achieving the short-term career progression goals	

## Information for tutors

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### Delivery

Tutorial sessions could be a useful scenario for delivery of this unit. It could also be integrated into a vocational qualification or delivered in a work-based setting.

It would be helpful to make explicit to learners the skills associated with career progression, employability and the general concept of lifelong learning. Learners should understand that the term 'career progression' encompasses both work and study experience and opportunities. The idea of motivation (especially self-motivation) and its impact on learning and development should be featured in the learning programme. This is especially relevant for learning outcome 2 and learning outcome 3. Tutors/line managers might find it helpful to direct learners to case studies, documentaries or articles about how successful people have been motivated to learn, develop and succeed in their particular field of study or occupation. Tips and sources of support for motivation — how to get motivated and stay motivated — could be explored.

Individual learners should be encouraged to present their career progression goals in a format that best suits their individual learning style or styles, as the emphasis is on producing a career progression plan that can be applied to the learner's own circumstances. Examples could include presentations, diagrams or posters.

Delivery of the unit could include both real and imagined scenarios relating to work, study and career development. 'Real' situations might include investigating the opportunities and processes for career progression in a particular workplace. This could form part of an induction programme or personal review process.

Learners may listen to visiting speakers or talk to relevant individuals currently working in a specific career in order to obtain useful information. Tutors/line managers could also arrange access to resources that promote a positive approach to learning and development.

### Assessment

To meet 1.1, the learner needs to give two ways in which career progression can benefit individuals.

For 1.2, the learner needs to briefly describe how work and study help career progression. These criteria may be evidenced through group discussions recorded by the tutor or line manager for verification purposes

For 2.1, the learner needs to include information about their personal skills, qualities and experience relevant to career progression. This need to include skills they have developed through their previous work or learning. This may be evidenced by the learner completing a simple self-assessment pro forma. Alternative methods of evidencing can be used, for example posters, charts or presentations.

For 2.2, the learner needs to use the information from 2.1 to consider two areas of work or study that may be suitable for them. This may be evidenced by a one-to-one tutorial or discussion recorded by the tutor/line manager for verification purposes.

For 3.1, the learner needs to be able to identify at least three sources of information about job roles, study opportunities or career paths in a sector relevant to the choices made in 2.2. A range of resources may be provided for the learner, but the learner must be able to identify the sources of information independently.

For 3.2, they need to match the skills and qualifications needed for two possible career or course options to their own skills, qualities and experience.

For 3.3, 3.4 and 3.5, the learner needs to set at least three realistic short-term goals in the form of a basic development plan for the next stage in their career development, including a timeline and resources. The learner will receive guidance about what sort of goals would be appropriate for their circumstances through group discussions, discussions with a tutor or careers counsellor, or access to online and published career guidance resources. The learner must, however, be able to choose and express their career progression goals independently of others. The goals, timelines and resources associated with the plan should be confirmed by the learner's adviser/tutor/supervisor.

### Suggested resources

#### Websites

<a href="http://www.apprenticeships.org.uk">www.apprenticeships.org.uk</a>	Apprenticeship search website
<a href="http://jobsearchdirect.gov.uk">http://jobsearchdirect.gov.uk</a>	Advice on creating a CV, job profile
<a href="http://www.cascaid.co.uk">www.cascaid.co.uk</a>	Careers guidance software maker
<a href="http://www.gov.uk/volunteering">www.gov.uk/volunteering</a>	Advice on finding a volunteer placement
<a href="http://www.gapyear.com">www.gapyear.com</a>	Year-out planning
<a href="http://www.volunteering.org.uk/">www.volunteering.org.uk/</a>	Advice on volunteering
<a href="http://www.work-experience.org/ncwe.rd/index.jsp">www.work-experience.org/ncwe.rd/index.jsp</a>	National Council for Work Experience

## Unit 22: Self-Management Skills

Unit reference number: T/503/2835

Level: 1

Credit value: 2

Guided learning hours: 20

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### Unit aim

The aim of this unit is for learners to understand the importance of self-management for employees and to develop time-management skills for work.

### Unit introduction

Employees need to be able to manage themselves appropriately in order to stay safe and healthy at work and to make a positive contribution to the workplace. This unit focuses on the importance for employees of being able to manage themselves in the workplace.

Learners are asked to demonstrate time-management skills and carry out an evaluation of their performance. Areas in which learners will find out more about the importance of self-management include prioritising time and tasks during the working day, being mindful of daily objectives at work and taking breaks at appropriate times.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand self-management for work	1.1	Outline reasons for self-management in the workplace	<ul style="list-style-type: none"> <li>□ <i>Self-management in the workplace:</i> reasons, e.g. contributing to own health and wellbeing build self-esteem and confidence, better working relationships with peers and other colleagues, appreciated more by others, can perform work more comfortably and easily</li> </ul>
		1.2	Identify areas which need time management in the workplace	<ul style="list-style-type: none"> <li>□ <i>Areas which require time management:</i> e.g. daily tasks and activities, weekly tasks and activities, longer-term tasks and activities, lunchbreaks and teabreaks, starting and ending tasks, working individually on a task or activity, working with others on a task or activity</li> </ul>
		1.3	Explain reasons for taking breaks during the working day	<ul style="list-style-type: none"> <li>□ <i>Reasons for taking breaks:</i> benefits of regular breaks, e.g. enhances personal health and wellbeing, able to do job more effectively, improves concentration, accidents less likely; opportunity to speak informally to other colleagues during a teabreak or lunchbreak</li> </ul>
2	Be able to demonstrate time management skills for work	2.1	Carry out tasks and activities in an appropriate prioritised order	<ul style="list-style-type: none"> <li>□ <i>Time management and taking breaks:</i> planning time for tasks and activities, eg prioritising most important activities and allocating an appropriate amount of time to do them; understanding that tasks and activities should be prioritised according to given daily objectives; allow time for taking breaks e.g. lunchbreak, teabreaks, breaks for health and wellbeing purposes</li> </ul>
		2.2	Carry out tasks and activities to achieve agreed objectives for a working day	
		2.3	Take breaks during the working day	

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to assess own time management skills	3.1	Outline aspects of time management which went well when carrying out the tasks and activities for the working day	<ul style="list-style-type: none"> <li>□ <i>Review of performance:</i> deciding whether or not effective time management skills were demonstrated during the working day; talking about what went well and what did not go so well e.g. remembered to take regular breaks from looking at the computer screen, but forgot to check time during lunchbreak so returned late to desk</li> </ul>
		3.2	Outline aspects of time management which were less successful	



## Information for tutors

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### Delivery

This unit may be delivered in the workplace, in the context of a work placement or volunteering commitment, or in a simulated situation in a school or college. It is expected that the self-management skills listed within the unit are those which need to be demonstrated by learners within an educational context as well as by employees, therefore learners will likely already be aware of a range of self-management skills in a general context.

Tutors/line managers could use copies of organisational procedures for different types of organisation as appropriate for example school or college organisational procedures for staff and/or students relating to self-management (or if in the workplace, copies of the procedures for that workplace). Relevant training or developmental courses or exercises relating to self-management (for example time management, 'mock' work tasks and 'in-tray exercises', health and safety, personal management) are also useful resources.

Learning outcome 1 could be delivered through group discussion or through discussion between the learner and their line manager or another appropriate person familiar to the learner. Tutors/line managers could provide the group or individual learner with prompts and facilitate the discussion to help learners understand the importance of managing themselves and to start to think about the benefits of doing this. Learners could create a poster or leaflet to show their competence in achieving learning outcome 1. Learners should be encouraged to understand how they contribute to their own health and wellbeing in managing their time effectively, and why it is important that they look after themselves.

Tutors may wish to use organisational procedures and health and safety policies as a background to show learners the types of responsibilities employees have for their health and wellbeing and also the general ways in which the workplace can support employees in this.

Learning outcome 2 could be delivered in a variety of ways. If in a work situation, learners could carry out their normal daily activities while being observed by their supervisor, line manager or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) a scenario for the workplace which enables them to demonstrate self-management skills. Tutors may wish to spend time with learners in preparation for the demonstration, for example carrying out a simulated activity in which the tutor, supervisor, line manager or other observer provides help or support to the learner by pointing out, for example, health and safety issues that the learner may have missed. They may also wish to discuss and agree the activities which the learner will demonstrate, in advance of the demonstration.

Learners must be comfortable with the expectations of the demonstration and the way in which they will be assessed, for example if it is an observation, then they should be comfortable with the presence of an observer who may not necessarily offer advice and support during the assessment.

Learning outcome 3 could be delivered through a one-to-one discussion between the tutor or line manager and the learner. Learners and tutors/line managers would discuss how the learner did in their demonstration and learners would be able to discuss what they felt went well.

## Assessment

For 1.1, the learner needs to give two reasons why employees need to manage themselves in the workplace.

For 1.2 and 1.3, the learner must be able to identify at least two self-management skills related to time management. They should also be able to describe why taking appropriate breaks is important. The learner should be able to set their self-management skills clearly in a work-related context. Evidence to support this can be either in a written format, for example records of group or individual discussion (written by the tutor or learner with sign-off from the tutor) or video/audio recording.

For 2.1, 2.2 and 2.3, the learner must be able to demonstrate self-management skills within the workplace. The focus is on time management as mentioned above and may be carried out as part of a real working day or as a simulated activity. The learner must be able to demonstrate that they can carry out more than one activity (for example, managing a list of tasks and taking a break for health and safety reasons). The learner should be able to show how they prioritise their tasks and activities to achieve agreed daily objectives. These daily objectives should be agreed in advance of the demonstration. The learner should also be able to demonstrate how to take appropriate breaks during their working day. The learner must be able to demonstrate that they understand what they are doing, although tutors and others may support and prompt them.

The demonstration should be observed either by the tutor or another person designated to assess the learner (for example a line manager or supervisor). The observation should form the basis of a discussion with the learner about their performance for 2.1, 2.2 and 2.3. This observation can take the form of a written statement by the tutor or line manager (which would support good practice for appraisal and review in the workplace) or a video with supporting commentary or statement from the tutor or line manager.

For 3.1 and 3.2 the learner must carry out a review of their performance in which they identify at least one aspect that went well (for example being able to meet all their daily objectives) and one aspect that did not go so well (for example not planning in any time for reading emails first thing in the morning). It is appropriate for the tutor, line manager or a colleague to offer constructive criticism and for learners to include this feedback in their review of performance (if they accept it). However, the learner's self-evaluation should represent their own views on their performance and should be recorded independently.

Evidence to support 3.1 and 3.2 can be either written for example through written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or presented through a video or taped discussion.

Written statements by the learner do not have to be lengthy and can be discussed and agreed with the tutor/line manager in advance.

## Suggested resources

### Websites

<a href="http://www.lifecoachexpert.co.uk">www.lifecoachexpert.co.uk</a>	Lifecoach Expert
<a href="http://www.monster.co.uk">www.monster.co.uk</a>	Advice on creating CV, job searches
<a href="http://www.worksmart.org.uk/career">www.worksmart.org.uk/career</a>	Advice on finding a job, progressing career

## Unit 23: Working in a Team

**Unit reference number:** R/503/2843

**Level:** 1

**Credit value:** 3

**Guided learning hours:** 30

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### Unit aim

This unit looks at how learners can be effective members of a team. Learners will identify the skills, roles and responsibilities needed to complete the team task and match their skills accordingly; will take part in team tasks and review their contribution.

### Unit introduction

Since very few people work in complete isolation in the workplace, most employers seek employees who are able to work effectively with others in a team or group setting. An effective team depends on the cooperation and skills of all team members.

This unit helps learners to understand how they can contribute to the success of a team, based on an understanding of their own strengths, skills and experiences, as well as the nature of the task at hand.

Additionally, learners will develop an understanding of the key behaviours and attitudes required in order to communicate and cooperate with others in a team. They will also learn about the roles and responsibilities of all team members by completing a team task. Learners will consider their effectiveness as team members and identify areas for improvement.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know that effective teamwork requires team members to behave in certain ways	1.1	Outline positive behaviours necessary for teamwork	<ul style="list-style-type: none"> <li>□ <i>Behaviours for effective teamwork:</i> encouraging, considerate, ability to listen, respectful, tolerant, patient, flexible, loyal, ability to accept constructive criticism, able to motivate others</li> </ul>
2	Know how to contribute to a team task	2.1	Outline own strengths, skills and experiences that might be relevant to team task	<ul style="list-style-type: none"> <li>□ <i>Strengths, skills and experiences:</i> organising skills; practical skills e.g. computer literate, photography skills; previous experiences e.g. experience of planning an event; communication skills e.g. multi-lingual, skilled writer; interpersonal skills e.g. good listener, confident, punctual, reliable, patient</li> </ul>
		2.2	Identify team skills needed to complete team task	<ul style="list-style-type: none"> <li>□ <i>Aspects of a task they could do well, based on identified strengths, skills and experience:</i> e.g. good spelling and language skills suited to task of proofreading written work produced by team, organising skills suited to drawing up timeline for completion of the team project</li> </ul>
		2.3	Outline how own strengths and skills could match the needs of the team task	

Learning outcomes		Assessment criteria		Unit amplification
3	Know the roles and responsibilities of team members (including their own) in relation to a given task	3.1	Identify what the task is about and what the team is working to achieve	<input type="checkbox"/> <i>What team is working to achieve:</i> aim or aims of the team's task, assignment or project; goals, deadlines, timelines; particular quality or standard of work required
		3.2	Identify own role and responsibilities and those of others in the team	<input type="checkbox"/> <i>Responsibilities within the team:</i> own individual roles and responsibilities agreed with whole team; individual roles and responsibilities of other team members
		3.3	Outline how own role contributes to the work of the team as a whole	<input type="checkbox"/> <i>Contribution of own role to work of whole team:</i> how own role affects roles of others in the team; how own role affects overall team success
4	Be able to work positively as a member of a team	4.1	Give examples of listening to the ideas and suggestions of others	<input type="checkbox"/> <i>Listen to the ideas and suggestions of others:</i> paying attention to and showing respect for the advice, ideas, suggestions or opinions put forward by others e.g. by not interrupting, asking questions to clarify what was said
		4.2	Give ideas and suggestions as to how the team might complete their task	<input type="checkbox"/> <i>Give ideas and suggestions as to how the team might complete their task:</i> participating in group discussions, problem-solving or 'thoughtshower' sessions, finding out information and reporting back to the group
		4.3	Give examples of offering help or support to other team members	<input type="checkbox"/> <i>Offer help to other team members:</i> e.g. offer to help other team members complete their task, volunteer to take on the task of a team member who is absent
		4.4	Give examples of accepting the help or advice of others	<input type="checkbox"/> <i>Accept help or advice from other team members:</i> try out ideas or suggestions put forward by others; listen respectfully to advice from another team member; accept help from other team members in order to get individual task finished on time
		4.5	Complete the aspects of the allocated task, in line with the brief	<input type="checkbox"/> <i>Complete own task in line with the given brief:</i> complete task to required standard and within stipulated timeframe <input type="checkbox"/>

Learning outcomes		Assessment criteria		Unit amplification
5	Be able to review own performance as a member of a team	5.1	Identify which positive teamworking behaviours were demonstrated by self in undertaking the task	<ul style="list-style-type: none"> <li>□ <i>Positive teamworking behaviours demonstrated:</i> listened to opinions of others, responded politely to questions, satisfactorily completed the individual task assigned to them, helped others carry out their tasks or responsibilities, offered suggestions as to how the team's goals could be achieved, accepted advice from others, learner's own contribution contributed to success of whole task</li> </ul>
		5.2	Identify own teamworking skills that could be improved	<ul style="list-style-type: none"> <li>□ <i>Identify teamworking skills that could be improved:</i> be more patient with other team members, don't interrupt when others are making suggestions, pay more attention to timings allocated for completion of own individual task</li> </ul>

## Information for tutors

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### Delivery

The emphasis in this unit is on developing the learner's knowledge and understanding of teamwork through a practical teamworking task.

In order to understand the positive behaviours necessary for effective teamwork in learning outcome 1, it would be useful for learners to compare two different teamworking scenarios. This could be done in small groups. A question-and-answer session could determine the positive behaviours. Key words could be collated on a board or flipchart. Teams could work to design a poster or presentation which identifies positive behaviour. The posters or presentations could be displayed in the class or working area for learners to refer to during the rest of the unit.

Alternatively, line managers could discuss with individual learners their impressions of different teamworking scenarios within the workplace. Learners could obtain input from colleagues regarding their ideas on positive behaviours required for teamwork.

Learning outcomes 2, 3, 4 and 5 require the identification of team and individual tasks which would enable the participation of all group members. Learners could be involved in selecting the group task. Teams could be made up of around 4-7 people. In teams, learners could discuss possibilities for tasks and then report back to the rest of the group. Learners could develop a whole group discussion to decide which tasks are manageable, achievable and match the skills and interests of the team members in 'What if?' scenarios.

For learning outcome 2, learners could make a list of their own strengths, skills and experiences and match them to individual tasks in the chosen group task.

For learning outcome 3, learners could work with team members for the group task to develop a mind map or flow chart-type diagram, using prompts and question-and-answer sessions until a picture of the whole task and the individual roles and responsibilities of each member is complete. Learners could present their ideas about how their own role contributes to the work of the team to the rest of the group.

Learners need to implement the agreed team task for learning outcome 4. They could work in groups to devise a checklist to log their involvement in the task.

Learners should be encouraged to analyse their own performance in the team task for learning outcome 5, using evidence from their checklist. Individual learners should concentrate on their behaviour and skills as a member of the team rather than how well the outcome was achieved. Ways for learners to develop teamworking skills could be explored through tutorials, small group discussions or discussions with a line manager or supervisor.

## Assessment

For 1.1, the learner must outline at least two different positive behaviours that are needed for teamwork to be effective. This information could be evidenced in a number of different ways, for example a leaflet, presentation or poster.

For 2.1, 2.2, and 2.3 the learner need to refer to the identified group task when identifying their strengths, skills and experiences and how these may help them complete aspects of the task. A chart could be suitable evidence for these criteria. The learner needs to be able to make the link between their strengths, skills and experiences and the group task. Alternative methods of evidencing learning may be used.

The evidence required for 3.1, 3.2 and 3.3 could be combined into one task. The information could be evidenced in a number of ways, such as PowerPoint slides, a poster or through one-to-one discussion with the tutor or line manager. The learner needs to refer to the chosen task and identify what the task is about and its intended outcome, and the role and responsibilities of all members of the team for 3.1 and 3.2.

For 3.3, the learner needs to outline at least two reasons why their own role is necessary for the successful completion of the group task.

The evidence required for 4.1, 4.2, 4.3, 4.4 and 4.5 may be provided in a logbook completed by the learner during the task. The logbook may take a variety of formats, depending on the needs of individual learners. The logbook needs to be verified by the tutor/line manager. Alternative methods of evidencing may be used, for example a witness statement or observation.

For 5.1, the learner needs to identify details about which positive teamworking behaviours (identified in 1.1) they demonstrated during the completion of the task. Giving two ways of improving their teamworking skills would provide the evidence for 5.2. Both these criteria could be assessed through one-to-one discussion with the tutor/line manager. Responses should be recorded for verification purposes.

## Suggested resources

### Websites

<a href="http://www.lifecoachexpert.co.uk">www.lifecoachexpert.co.uk</a>	Lifecoach Expert
<a href="http://www.projectsmart.co.uk/team-building.html">www.projectsmart.co.uk/team-building.html</a>	Advice on team building
<a href="http://www.worksmart.org.uk/career">www.worksmart.org.uk/career</a>	Advice on progressing career



# Unit 24: Carrying out an Individual Project

**Unit reference number:** K/504/9146

**Level:** 1

**Credit value:** 3

**Guided learning hours:** 30

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## Unit aim

The aim of this unit is for learners to identify, research and discuss a project area related to their chosen vocational sector, compiling all their findings into a report.

## Unit introduction

This unit is about learners investigating an area that they are interested in, related to their chosen vocational sector. It is expected that learners will choose an aspect of the caring sectors to research. They will be given the opportunity to choose their own focus for the project and then undertake the research needed to put together a report on this topic.

Learners will be able to choose from a range of topics within their chosen vocational area. They will then be shown how to set aims for the project, so that they can really focus on relevant and interesting ideas. Learners will then be able to undertake relevant research, accessing a range of information sources that will give them information about the project area.

Once learners have gathered together their research they will be shown how to relate all of this to the project aims they set themselves and how to compile their work into a report, including all of the relevant sections.

This is a really practical unit that is led by the learner and their interests. It allows them to develop skills that are essential for working in many sectors, including time management, self-discipline in keeping to deadlines that they set themselves and independent enquiry through the undertaking of research.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to select an appropriate project topic	1.1	Produce a proposal for a project related to chosen vocational area	<ul style="list-style-type: none"> <li>□ <i>Identification of project topic:</i> investigation into ideas for project, methods of ensuring that project is viable including availability of information and secondary research, methods of rejecting invalid project ideas; ideas for project e.g. access to leisure centres for people with mobility difficulties, day care provision for young children, analysis of menus in care homes for the elderly, access to public transport for people who use a wheelchair, social activities for people with hearing impairment, local access to national health service dentists, local provision for pre-school care and education, local play facilities for children, venues for outings for children, toys to encourage learning, prevention of obesity in children, dental health, breast feeding versus formula feeding, cost of equipment for a new baby</li> </ul>
		1.2	Set aims for the project	<ul style="list-style-type: none"> <li>□ <i>Setting aims:</i> identifying appropriate and achievable aims, ensuring aims are realistic, positive and negative examples of aims, SMART goal setting</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to investigate the project area	2.1	Plan the project using appropriate methods of research	<ul style="list-style-type: none"> <li>□ <i>Project planning</i>: scheduling actions to achieve project; time-management skills, planning time for tasks and activities including prioritising the most important activities and allocating an appropriate amount of time to do them; understanding that tasks and activities should be prioritised according to given daily objectives</li> </ul>
		2.2	Carry out research into the project area	<ul style="list-style-type: none"> <li>□ <i>Carrying out research</i>: methods of secondary research available, i.e. books, journals, reports, web-based research; methods used to ensure that the research is valid and appropriate to the project aim; primary research and methods that can be used including questionnaires, interviews and surveys; aspects to be considered if undertaking primary research, i.e. confidentiality and appropriate behaviour</li> </ul>
				<ul style="list-style-type: none"> <li>□ <i>Guidelines in structuring a report</i>: relevant sections of a report including title page, acknowledgements, abstract, methodology, findings, discussion and bibliography; use of pictures and graphs in a report; methods used to ensure aims are clearly met, importance of proof reading a report</li> </ul>
3	Be able to produce a project report	3.1	Present a project report including: <ul style="list-style-type: none"> <li>• introduction</li> <li>• aims</li> <li>• findings</li> <li>• discussion</li> <li>• conclusion</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>Guidelines in structuring a report</i>: relevant sections of a report including title page, acknowledgements, abstract, methodology, findings, discussion and bibliography; use of pictures and graphs in a report; methods used to ensure aims are clearly met, importance of proof reading a report</li> </ul>

## Information for tutors

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### Delivery

This unit allows learners to integrate and apply knowledge from many other units across the specification. It is important that the research topic is of personal interest to the learner and that the learner possesses or acquires a knowledge and understanding of the topic and related areas.

Although a major part of the delivery focuses on the learner practically conducting their research project, the unit must be supported by theoretical input from the tutor. Learners must understand concepts related to the research proposal and design as well as research skills, techniques and methodologies before they can consider, explore and produce a valid research proposal. At the research proposal stage, the tutor may, if necessary, provide support to help shape the proposal and provide direction to the learner to ensure an original and valid research proposal is presented. A PowerPoint development of a poster or a video could be used as more creative methods of presenting their report.

The research proposal will require learners to adopt an investigative approach and will include a statement of the area of research and background factors related to it. Tutors should direct learners to consider at this stage: 'Why is the proposed project worthwhile? Who would the results be useful to? What does the literature say? What would the project contribute to the chosen vocational area? If support from the tutor is required at the research proposal stage, it must be provided in order to ensure the proposal and design are valid. Once the area to be investigated has been established by the learner and agreed with the tutor, the learner may commence their full research proposal. The learner will then be able to move onto their research project independently, or with support.

Possible research project titles include:

- local day-care provision for young children
- meeting nutritional needs of the elderly
- access to public transport or public buildings for people with mobility difficulties
- play facilities for children
- suitable outings for children
- toys to encourage learning
- preventing obesity in children.

## Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor-led discussion on how to select appropriate topics for a project in the chosen vocational area. Learners undertake investigation into possible project areas. Learners draft aims for the chosen project.
Learners prepare a project plan to ensure the project is completed. Learners investigate research methods available. Learners undertake appropriate research into the public service project. Learners examine the research and consider how to discuss this within their project.
Learners identify the sections required in a project report. Assessment: series of one-to-one meetings with tutor to discuss proposal and set aims, plan project and carry out research. Learners produce public service reports with sections indicated in assessment criterion 3.1 (learning outcomes 1, 2 and 3). Review own performance and their completed project.
Assessment debrief and feedback.

## Assessment

To achieve criteria 1.1 and 1.2, the learner must produce and set aims for a proposal for a project related to the chosen vocational area, in this case health and social care. In order to do this successfully, learners may or may not require support from the tutor. The amount of support that they require should not influence their success. The aims of the project should be clearly stated and should originate from the learner.

For criteria 2.1 and 2.2 learners need to plan and carry out the research as detailed in their research project. They should be given the opportunity to carry out this research, and will require access to the necessary resources.

Criterion 3.1 requires learners to gather information from their research and compile this into the report as described in the unit content and the assessment criteria. It is important that the learners produce a report that clearly introduces the project, showing how and why the aims have been set. The findings of the research will then be included in the report along with a discussion as to what learners have found out about the area that they have researched. The final section of the report will define how the research has met the aims that the learners have set for themselves.

Learners may require support in the setting of the aims and the compilation of the report, which is appropriate for the tutor to provide.

## Suggested resources

### Books

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Student Book* (Pearson, 2010) ISBN 9781846909191

### Other

Roots J, Tann L and Winter L – *BTEC Entry 3/Level 1 Health and Social Care Teaching Book and Resource Disk* (Pearson, 2010) ISBN 9781846909368

### Websites

<a href="http://www.gov.uk/government/organisations/department-of-health">www.gov.uk/government/organisations/department-of-health</a>	The Department of Health
<a href="http://www.gov.uk">www.gov.uk</a>	Source of advice on public services
<a href="http://www.skillsforcare.org.uk">www.skillsforcare.org.uk</a>	Skills for Care and Development; the Sector Skills Council for the social care sector – advice for those working in the social care sector
<a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a>	Skills for Health; the Sector Skills Council for the health sector – advice for those working in the health-care sector
<a href="http://www.yell.co.uk">www.yell.co.uk</a>	<i>The Yellow Pages</i>

## Unit 25: Career Progression

Unit reference number: J/503/2869

Level: 2

Credit value: 2

Guided learning hours: 20

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### Unit aim

The aim of this unit is for learners to develop the understanding and skills to develop a plan to progress their career based on assessment of their own qualities, skills and experience.

### Unit introduction

In this unit, learners will develop understanding of the connection between their own skills, experience and aspirations and possible career opportunities, so that they are able to take a proactive approach to career progression. Learners will locate potential opportunities, information and resources and evaluating them in terms of relevance to their career progression. They will explore the ongoing nature of career development and also develop a career progression plan.

### Essential resources

The learner will need access to a range of career-related resources such as websites, publications, tutors and careers advisers.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand career progression	1.1	Explain the career benefits of work or study opportunities	<ul style="list-style-type: none"> <li>□ <i>Benefits of different work or study opportunities:</i> various forms of work and study opportunities e.g. part-time studies or courses, courses or studies subsidised or paid for by an employer, full-time studies/course, online courses, promotional opportunities at work, training and personal development opportunities, work shadowing and cross-company projects; benefits of work or study opportunities e.g. learn new skills, gain a qualification, improve status or reputation, fit in with lifestyle, fit in with schedule, fit in with childcare responsibilities, potential for pay rise or improvement in employment prospects</li> </ul>
		1.2	Explain how one job role or stage of career development may lead to another	<ul style="list-style-type: none"> <li>□ <i>Stages in career development:</i> ongoing nature of career progression, building skills and knowledge as an ongoing process, moving up through organisational structure, increasing understanding of a task or skill from basic to more advanced level, learning new skill could lead to new job role, taking on new responsibilities voluntarily could lead to paid promotion</li> </ul>
2	Be able to review skills, qualities and experience for career progression	2.1	Describe own skills, qualities and experience	<ul style="list-style-type: none"> <li>□ <i>Personal skills, qualities and experience:</i> interests, work, study and other experience, personal strengths, learned and natural talents, skills and personality</li> </ul>
		2.2	Explain how own personal qualities, skills and experience apply to areas of work or learning	<ul style="list-style-type: none"> <li>□ <i>Suitability of qualities, skills and experience to areas of work or learning:</i> e.g. preference for learning in a group situation would suit enrolling on course at college rather than doing an online course from home, physical fitness and strength could suit work on a construction site rather than a desk-based job, experience in caring for a child with disabilities would suit role as a helper at school for children with disabilities rather than working at a call centre</li> </ul>
		2.3	Identify area of work or learning for own career progression	



Learning outcomes	Assessment criteria	Unit amplification	
3	Be able to plan career progression	3.1 Be able to plan career progression	<ul style="list-style-type: none"> <li>□ <i>Information and guidance related to career progression: e.g. college, school or community-based careers services, career advisers, Job Centres, Learndirect, libraries, Careers and Jobs sections in local newspapers and magazines, personal development and career development magazines and websites, industry magazines, websites or publications, employment and careers websites, HR professionals, work placement; using relevant source depending on type of information sought e.g. Learndirect useful for learners wanting to undertake online courses, local newspapers useful for finding jobs in local area; deciding whether job information or course information is relevant e.g. part-time course in business enterprise for employed person intending to set up their own business, job-share role for parent wishing to combine a job with childcare responsibilities, voluntary work at local charity shop for a person planning to progress to paid work in the retail sector</i></li> <li>□ <i>Relating information to skills, qualities, experience and career aspirations: comparing qualities required to self-assessment; level of experience required; skills required e.g. qualifications, practical skills; identifying next steps for career planning</i></li> </ul>
		3.2 Explain how information for career progression relates to own skills, qualities, experience and career aspirations	
		3.3 Produce a career progression plan, including information that relates to own skills, experience and career aspirations	<ul style="list-style-type: none"> <li>□ <i>Career progression plan: different ways of recording career plans e.g. electronic, handwritten, charts, diagrams, templates or forms provided by workplace or place of learning; types of goals (short-term, medium-term, long-term); setting goals in plan over appropriate timeframes; using feedback and guidance from appropriate sources in planning career progress e.g. tutor, teacher, employer, people in similar careers, career adviser, family, friends; timeline e.g. targets set in weeks, months, years for achieving goals</i></li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	3.4 Explain the timeline for the career plan	<ul style="list-style-type: none"> <li>□ <i>Timeline and resources:</i> realistic time-lines e.g. relevant to personal circumstances, learning style; resources e.g. money to pay for training course, support from family or friends in looking after child so parent can take on part-time work, develop new skills or knowledge needed to qualify for promotion at work</li> </ul>
	3.5 Identify resources needed to support the career progression plan	
	3.6 Explain how the career progression plan will be reviewed	<ul style="list-style-type: none"> <li>□ <i>Reviewing career progression plan:</i> deciding appropriate time(s) to review career progression plan; revising original career progression plan if necessary; using feedback and guidance from appropriate sources in reviewing career progression plan e.g. tutor, teacher, employer, people in similar careers, career adviser, family, friends</li> </ul>

## Information for tutors

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### Delivery

Tutorial sessions would be a useful method to deliver this unit. It could also be integrated into a vocational qualification or delivered in a work-based setting.

Learners should be encouraged to view their learning as the beginning of a lifetime of learning.

It would help to focus delivery of the unit on the learner exploring their own skills, qualities and experience, and how they link to career progression. Tutors could discuss the importance of having aspirations and goals and the role played by factors such as a positive self-image and attitude, adaptability and the ability to cope with change.

The opportunity to draw on real-life scenarios is inherent in each learning outcome.

Learners could undertake investigation of their skills and qualities through the use of paper or electronic self-assessment tools. It would be helpful to use a range of exercises or activities which enable learners to analyse their strengths, weaknesses, attitudes, qualities, for example worksheets, team activities and basic personality profile tools. In group discussions, learners could consider the importance of personal skills and qualities that enable career progression could be considered, for example motivation, determination, flexibility and the desire/ability to learn new skills.

Strengths and skills gaps should be identified so that individuals may become aware of their development needs and recognise the advantage of relevant work or study opportunities. It is important that learners review their interests, aptitudes and ambitions for the future.

The use of presentations, interviews, case studies, visiting speakers and online careers resources that promote a positive approach to career progression are recommended. Learners could consult a wide variety of resources such as the internet, local and national publications, careers advisers, job centres and people from the world of work.

### Assessment

For 1.1, the learner needs to explain how two different work or study opportunities benefit career progression. Evidence for this could be based on career progression using examples from real organisations or individuals; alternatively, the learner could explain career progression using an imagined career profile.

To meet 1.2, the learner will need to outline how one stated job role or career stage can help progression to the next stage of a career.

For 2.1, the learner needs to analyse their previous work or learning in terms of their personal skills and qualities. This can be achieved through the use of paper or electronic self-assessment tools.

For 2.2, the learner needs to give three reasons why their own qualities, experience and skills, analysed in 2.1, are suited to two areas of work or learning. The learner can be given guidance by the tutor/line manager in selecting the areas of work or learning to discuss but must show independence in putting forward the three reasons required for 2.2.

For 2.3, the learner needs to identify an area of work or learning for their own career progression.

For 3.1, the learner must include information from relevant to career progression in a stated area of work or learning three different sources. This can include leaflets, downloads from websites, articles from publications or evidence from interviews with career advisers.

3.2 requires the learner to consider how they will use the information gathered for 3.1 for planning their own career progression, linking the information to personal skills, qualities, experience and ambitions. The learner will need to understand the skills and qualifications needed for their preferred career path.

For the career progression plan in 3.3, the tutor/line manager could suggest a number of possible models for the learner to consider. The learner must, however, be able to select independently a method of presenting their career progression plan. The learner should produce a career progression plan in a format which reflects their preferred style of learning, as the emphasis is on producing a career progression plan that can be applied practically in the learner's own situation. Where the learner is in employment, it may be appropriate to use relevant career-planning documents from their workplace. Where the learner does not have access to the workplace, appropriate examples of documents from the college, school or place of learning could be used. The career progression plan should include information collected for 3.2, in order to demonstrate how the plan relates to the learners own skills, qualities, experience and career aspirations.

To meet 3.4, the learner will need to explain how the timeline in the career plan is realistic and for 3.5 include information about resources they need to support their career progression plan for example 'I need to complete the course part-time over two years as I will need to have a job during the course'.

For 3.6, the learner will need to include information about two ways in which they could review their career progression plan.

The goals and timeline in the career progression plan should be confirmed by a tutor, line manager or other appropriate person. The plan should include basic suggestions on how the progress and appropriateness of the plan could be reviewed on an ongoing basis.

## Suggested resources

### Websites

[www.gov.uk/browse/education](http://www.gov.uk/browse/education)

Advice on apprenticeships and training

[www.learndirect.co.uk](http://www.learndirect.co.uk)

Provides skills training services

[www.monster.co.uk](http://www.monster.co.uk)

Provides advice on career progression

## Unit 26: Working in a Team

Unit reference number: Y/503/2875

Level: 2

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit gives learners the skills and knowledge to recognise the strengths and weaknesses of team members, work as part of a team and assess the effectiveness of the team.

### Unit introduction

Team working skills are extremely valuable in the workplace and are also transferable to other areas of life. In this unit, learners will consider the advantages of teamwork and why team members need varied skills and strengths to complete tasks successfully. Learners will gain knowledge of how to work positively as a team member by contributing to a team task. Additionally, learners will develop understanding how to reflect on their own and the team's effectiveness in completing the task. Learners will consider their individual contribution to the team's performance and areas where the team could improve their team working skills.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the advantages and disadvantages of having a team complete a task	1.1	Assess advantages of having a team complete a task	<ul style="list-style-type: none"> <li>□ <i>Advantages of teamwork:</i> employee/learner strengths and weakness can be balanced; team members motivate/encourage/support each other; skills of all members are used; responsibility is shared; team members feel a sense of belonging; individuals feel valued</li> </ul>
		1.2	Assess disadvantages of having a team complete a task	<ul style="list-style-type: none"> <li>□ <i>Disadvantages of teamwork:</i> needs careful planning; takes time to plan and set up; needs agreement or cooperation of all members; task can be better completed by one person; task may require directing by a leader</li> </ul>
2	Understand the need for a team to work to an agreed code of conduct	2.1	Create a code of conduct for effective team work	<ul style="list-style-type: none"> <li>□ <i>Code of conduct for teamwork:</i> e.g. every member should contribute; listen to views of all team members; value contributions of others; accept constructive criticism; consult with other team members; make decisions as a group; follow group decisions; carry out agreed responsibilities</li> </ul>
		2.2	Explain likely consequences of team members not following a code of conduct	<ul style="list-style-type: none"> <li>□ <i>Consequences of team members not following code of conduct:</i> team task not completed on time, team task not completed correctly or to appropriate standard, conflict between team members, confusion about individual tasks and responsibilities, team members feel let down, team members feel reluctant or anxious about working or learning with other team members in future</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification	
3	Be able to recognise the different strengths, skills and experiences different people bring to a team	<p>3.1 Assess own strengths, skills and experiences, as relevant to a task being undertaken by a team</p> <p>3.2 Assess relevant strengths, skills and experiences that other members bring to a particular team</p>	<p>□ <i>Teamwork skills, strengths and experiences:</i> practical skills e.g. ability to cook, paint, use a computer, good with numbers and money; interpersonal skills e.g. patient, friendly, enthusiastic, loyal; communication skills e.g. confident speaker, good listener; motivational skills e.g. good at encouraging or helping others, organisational skills</p>
	4	Be able to allocate roles and responsibilities within the team in relation to a given task	
5	Be able to work positively as a member of a team	5.1 Identify relevant ideas and suggestions from others that will enable the team to complete the task	<p>□ <i>Respect ideas and suggestions of others:</i> listen politely to ideas and suggestions of others, don't interrupt someone who is explaining their idea or suggestion, thank other team members for their ideas or suggestions</p> <p>□ <i>Team task plan:</i> including activities, ways to speed up time needed to achieve task, ways to improve quality of the item the team is making, division of labour, timelines, expected outcomes</p>
		5.2 Devise a team plan to solve a problem when working with others	
		5.3 Make a contribution to a team by sharing skills and knowledge	

Learning outcomes	Assessment criteria	Unit amplification
	5.4 Offer help, support or advice to team members when appropriate	<ul style="list-style-type: none"> <li>□ <i>Give help, support or advice to others:</i> offer to help team member who is having difficulty carrying out their task, suggest a better way of doing something, agree to take on an extra task whilst fellow team member is absent</li> </ul>
	5.5 Respond positively to advice and constructive criticism	<ul style="list-style-type: none"> <li>□ <i>Respond positively to advice or constructive criticism:</i> value of the advice or constructive criticism from others e.g. creates awareness of personal strengths and weaknesses, creates awareness of quality of work and areas for improvement; maintain positive atmosphere and relationships in the team by responding appropriately to advice or constructive criticism e.g. listen to the advice offered, don't interrupt the person who is speaking, avoid inappropriate language such as sarcasm, offensive remarks</li> </ul>
	5.6 Follow a plan to complete a task or activity on time	<ul style="list-style-type: none"> <li>□ <i>Complete own task successfully and on time:</i> carry out own task to appropriate standard within agreed timescale e.g. finished assembling two display boards with correct materials one day before the team presentation date, compared prices for baking ingredients and provided the pricing information to team at the time requested, obtained feedback sheets from customer and reported back to team within two days of the deadline</li> </ul>



Learning outcomes		Assessment criteria		Unit amplification
6	Be able to reflect on the performance of a team	6.1	Discuss how individual performance contributed to the overall performance of the team	<ul style="list-style-type: none"> <li>□ <i>Individual performance as a team member:</i> follow code of conduct, complete individual task appropriately and on time, carry out individual responsibilities, offer help to others, offer feedback or advice to others, contribute to success of whole task</li> <li>□ <i>Performance of team:</i> team worked well together, every team member made a contribution, team task completed to satisfactory standard, team task completed on time</li> </ul>
		6.2	Describe ways in which the team as a whole performed effectively	
		6.3	Select areas in which the team could improve its team work skills	

## Information for tutors

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### Delivery

The unit has been designed to be a practical unit therefore learners will be participating in a team task.

To develop knowledge and understanding of the advantages and disadvantages of teamwork, guest speakers from colleges, schools, workplaces or other appropriate areas could be invited to speak about their experiences of teamwork. Learners could prepare questions to ask the speakers about the advantages and disadvantages of teamwork for learning outcome 1. For this, learners might find it helpful to look at scenarios which give different examples of tasks which are suitable for teamwork and those which are better completed by individuals. Learners in the workplace might find it useful to ask other colleagues about the advantages and disadvantages of teamwork or use the internet to find information about the experiences of other people.

Teams and teamwork tasks need to be considered before beginning delivery of learning outcomes 2, 3, 4, 5 and 6. Teams could be made up of around four to eight people who have the potential to complete the task that has been set. If the teamwork task is not assigned to a team known to the learner, the learner will need some time to get to know the other team members to identify their relevant strengths, skills and experiences required for learning outcome 3. Learners could work in their teams to agree tasks which are manageable and achievable and which match the skills and interests of the team.

For learning outcome 2, learners should use different methods to agree a code of conduct, for example group discussion, research and investigation. In particular, at this level, they should try to think through what might happen if aspects of the code of conduct were not followed. Learners will probably find it easier to come up with consequences of not following a team code of conduct if they do so in relation to different teamwork scenarios. Appropriate examples of different scenarios could be provided by the tutor or line manager. Groups could work to design a poster or presentation which identifies the agreed code of conduct for their own task. The posters or presentations could be displayed in the class or work area for learners to refer to.

For learning outcome 4, learners could work in their teams to allocate roles and responsibilities to all team members. Each learner could individually analyse their own contribution to the whole task and report back for the team.

Learners could compile a logbook that includes the agreed roles and responsibilities of each member of the team. The logbook will help the learner to monitor their performance which is required for learning outcome 5.

For learning outcome 6, learners could discuss in a group the performance of individuals and that of the team as a whole. They could watch recordings of some of their activities and comment on their performance, as well as taking on board the comments of any observers.

## Assessment

For 1.1 and 1.2, the learner will need to assess at least two advantages and two disadvantages of teamwork. Practical examples of team work situations could be given to support the response.

For 2.1, the code of conduct could be produced as a leaflet or as a poster and could relate to a specific task or group work in general. The poster or leaflet must include at least two likely consequences of team members not following the code of conduct for 2.2.

For 3.1, the learner must describe how at least one of their strengths, skills and experiences are relevant to some aspects of the agreed team task. The learner must identify at least two strengths, skills and experiences of other team members in order to meet 3.2. Evidence for 3.1 and 3.2 could be recorded in an appropriate format such as a logbook.

For 4.1, the role of the learner played in agreeing the roles and responsibilities of the team members must be clearly evidenced. An observation record or witness statement could be completed by the tutor/line manager to show that the learner has played an appropriate role in this regard.

For 4.2, the learner must describe how each team member's role contributes to the team's objectives and the completion of the team task. The learner could compile a logbook to record the information. The logbook could take a variety of forms, depending on the needs of the individual learner.

The evidence required for 5.1, 5.2, 5.3, 5.4, 5.5 and 5.6 can be included in the logbook completed by the learner during the team task. The logbook will need to be verified by the tutor or line manager. Alternative methods of evidencing can be used for example witness statement or observation.

The evidence for 6.1, 6.2 and 6.3 can be through a group discussion. Learners responses should be recorded for verification purposes.

## Suggested resources

### Websites

[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)

Lifecoach Expert

[www.projectsmart.co.uk/team-building.html](http://www.projectsmart.co.uk/team-building.html)

Advice on team building

# Unit 27: Producing a Product

**Unit reference number:** L/503/2890

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 10

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## Unit aim

The aim of this unit is to give learners the skills and knowledge to produce their own item or product safely and to a desired standard. Learners will consider the skills needed and where to gain these skills as well as being able to assess the quality of the finished product.

## Unit introduction

Having practical experience in producing a product or item will equip learners with a variety of skills useful for employability. In this unit learners will have the opportunity to identify these skills and understand how these skills will be acquired. Learners will learn how to plan the manufacture of an appropriate product or item and will gain practical experience of making a product or item safely, to a desired standard of quality. They will also evaluate how the product or item was made, putting forward suggestions for changes to their plan for future manufacture.

## Essential resources

Learners need to access to an area suitable for the practical activities undertaken, for example, a workshop or practical workroom. A variety of materials including wood, metal, and fabrics will enable learners to become familiar with the properties of different materials.

Depending on the product or item the learner will be producing, appropriate safety gear and equipment will be required and learners need to know the location of first aid supplies and support.

Where photographs and recordings, audio and video, are to be used as evidence, appropriate equipment will be needed.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan the manufacture of a product or item	1.1	Create a production plan that outlines the process, materials and equipment required	<ul style="list-style-type: none"> <li>□ <i>Planning to make the product or item:</i> logical, cost-effective and realistic plan for the product or item to be made; cost, quality, availability all affect choice of equipment e.g. knowledge of using equipment</li> </ul>
		1.2	Outline the safety measures to be taken to ensure the production process is safe	<ul style="list-style-type: none"> <li>□ <i>Safety factors:</i> using equipment and safety clothing; effectiveness of equipment; training needed before using certain types of equipment e.g. tools, measuring instruments, appliances, containers</li> </ul>
		1.3	Outline the expected quality of the finished product	<ul style="list-style-type: none"> <li>□ <i>Expected quality of product:</i> e.g. appearance, durability, effectiveness, taste, size, shelf-life</li> </ul>
2	Understand the new skills required to make the product or item	2.1	Assess the new skills needed to make the product or item	<ul style="list-style-type: none"> <li>□ <i>New skills needed to make the product or item:</i> personal skills e.g. creativity, determination, confidence; practical skills e.g. using new equipment, using new techniques or processes, problem-solving skills</li> </ul>
		2.2	Discuss how and where new skills will be learned	<ul style="list-style-type: none"> <li>□ <i>How and where new skills will be learned:</i> undertake training, consult training manuals, user guides, internet or other sources of information, seek advice from others who have experience in relevant areas, observe others producing a product or using a piece of equipment, obtain help from experienced person in making an initial sample of the product or item</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification	
3	Be able to produce the product or item in line with the plan and outlined safety requirements	<p>3.1 Make the product using the materials and equipment specified in the plan</p> <p>3.2 Describe how the safety requirements were met during the production process</p>	<p>□ <i>In line with the plan:</i> use materials and equipment as listed in the original plan, follow suggested timelines and production methods</p> <p>□ <i>Planned levels of safety in producing the product or item:</i> use correct materials, methods and equipment as required; use any equipment effectively and safely; use appropriate safety clothing and protection if required e.g. safety glasses, appropriate footwear, gloves; first aid supplies available; produce safe item or product</p>
	4	Be able to assess the plan and the finished product or item and make suggestions for improvements	4.1 Identify the parts of the plan that were successful
4.2 Identify the parts of the plan that were not successful			
4.3 Make suggestions on how to improve the plan			
4.4 Outline the positive and negative points of product or item			
4.5 Make suggestions on how the product could be improved			□ <i>Future improvements:</i> suggestions for changes to plan in the light of experience e.g. change timescales, use different equipment or materials, obtain additional help or resources, investigate costs of materials more thoroughly

## Information for tutors

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### Delivery

This unit has been designed to be delivered as practically as possible. Learners should be encouraged to gain an understanding of producing a product or item and therefore visits to production lines should be encouraged. Group working and group discussion would be appropriate delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

The learning outcomes and assessment criteria refer to products or items. Learners could produce small items such as handmade jewellery, confectionery, candles or gift boxes as well as larger-scale products which might require the use of workshop facilities.

It would be helpful if learners could visit a production line in order to see how products and items are made on a commercial scale. The layout of the production line would help learners to sequence their own production plan, as well as giving them an opportunity to see how tools and materials are used. The safety concerns of staff using machinery can also be highlighted.

Group work can be used to generate discussion around the creation of production plans. Learners should be asked to create plans for producing products or items that they are familiar with such as making a cup of coffee or tea. Learners can then concentrate on the process and think about the skills needed.

Learners will need time to practise making their product or item. Safety should be paramount, and learners should be aware of the safety measures that they need to take. Peer assessment of their work, will allow learners to develop their skills in assessing the quality of the finished product.

Learners will need regular assessor support and guidance, with progress reviews undertaken by the tutor or line manager to identify knowledge and skills that have been developed, as well as areas of knowledge, understanding and skills that need improvement.

At this level, the appropriate degree of learner independence should be encouraged but learners are likely to require regular assessor support and guidance. Tutors should support learners in reviewing progress made, identifying knowledge and skills that have been developed as well as areas of knowledge, understanding and skills that need improvement.

Learners may want to seek advice from people they know who are involved in manufacturing products or items. Alternatively, entrepreneurs could be invited to speak to the group about their experiences in producing a product or item. Case studies, TV documentaries or the internet can also prove useful sources of information for learners.

Activities can be carried out individually, or a group of learners could work together to make an item or product. The item or product itself can be simple in design-it is the learner's learning experiences which are of most importance.

## Assessment

This unit can be assessed through a series of structured tasks or activities. A range of assessment activities can be used. Evidence could include photographs, video and audio recordings.

For 1.1, the learner must write a plan to produce their product or item. The plan needs to include an outline of the process, the choice of materials and equipment.

The learner must give reasons for the chosen materials and equipment, as well as any potential difficulties or disadvantages.

For 1.2, the learner does not need to show that they have accounted for all possible safety considerations, but all major safety considerations will need to be referenced in their plan so that it is obvious the learner intends to produce the product or item with safety in mind.

For 1.3, the learner must complete an outline of the intended quality of the product which must be clear.

Tutors can support learners in finding suggestions of effective ways to plan the production of a product or item, but the plan must be chosen and compiled by the learner independently. A variety of appropriate means of evidence can be used for 1.1-1.3 such as a planning log, a written proposal, PowerPoint presentation, video clip or leaflet.

For 2.1, the learner must assess at least two new skills that they will need to acquire in order to produce the product or item. It can be a personal and practical skill. For 2.2, the learner should explain how and where the new skills referred to in 2.1 will be acquired.

For 3.1, observation by the tutor of the learner making the product or item safely, or making an aspect of the product or item safely, will need to be recorded. For 3.2 the learner needs to describe how they adhered to the safety requirements outlined in their plan by identifying at least two different safety measures that they took when producing the product or item.

For 4.1 and 4.2, the learner needs to assess their plan and the finished product or item.

The learner must identify at least two parts of the plan that contributed to the success and at least two parts that caused problems in the production of the product or item. The learner should be able to give at least two suggestions on how to improve the plan with regard to the final quality of the product or item.

Evidence for 4.1, 4.2 and 4.3 could take the form of a recorded discussion in which the learner comments on the impact of the product plan on the quality of the finished item or product. Alternatively, a question and answer session with a witness statement can be used. If a written plan was used by the learner for 1.1, the learner could cross-reference the quality of the product or item against the relevant aspects described in the planning template

For 4.4 and 4.5 the learner needs to outline at least one positive and one negative aspect of their product or item. The learner should make at least two suggestions on how to improve the product. Evidence could take the form of a recorded discussion or a written outline.



## Suggested resources

### Websites

<a href="http://www.enterprise-education.org.uk">www.enterprise-education.org.uk</a>	Enterprise Education Trust
<a href="http://www.enterpriseinschools.org.uk/enterpriseinschools/index.php">www.enterpriseinschools.org.uk/ enterpriseinschools/index.php</a>	Enterprise in schools – access to education
<a href="http://www.gov.uk/browse/business">www.gov.uk/browse/business</a>	Government information on starting up and running a business
<a href="http://www.stridingout.co.uk">www.stridingout.co.uk</a>	Provides leadership, business and career- building advice

# Unit 28: Planning an Enterprise Activity

**Unit reference number:** R/503/2888

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 10

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## Unit aim

The aim of this unit is to give learners the skills and knowledge to plan an enterprise activity. Learners will choose an enterprise activity, create coherent plans and assess the risks involved in implementing their plans.

## Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk-taking, creativity, intuition and leadership. In this unit, learners will have a broad introduction to prepare to undertake an enterprise activity. The unit will help learners to find out and explain details of an enterprise idea, including understanding how to choose a viable enterprise activity, how to develop a product or service according to an implementation plan and how to assess some of the potential risks involved.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know how to choose a viable enterprise activity	1.1	Describe key aspects of a viable product or service	<ul style="list-style-type: none"> <li>□ <i>Key aspects of a viable product or service:</i> providing a product or service for which there is sufficient customer demand, product or service priced correctly, using appropriate promotional and sales strategies, high levels of customer care and satisfaction, sufficient financial, technical and human resources in place</li> <li>□ <i>Possible customers:</i> clear idea of what the product or service is and what it will do or provide for the customer e.g. handmade gift wrap will provide customer with a high quality, environmentally friendly, original product that is produced locally using recycled paper and non-toxic paints; linking the product or service to customer needs/wants e.g. people with busy schedules or a disability are likely to make use of a dog walking service, people who are interested in fashion might wish to buy handmade jewellery</li> </ul>
		1.2	Describe why people might want to buy their product or service	
2	Be able to prepare a plan for implementing an enterprise activity	2.1	Describe the tasks that need to be completed to carry out the enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Planning to implement the enterprise activity:</i> key activities needed e.g. administration, planning timelines, finance and budgeting, sales, promotion; practical/technical skills needed for making product or providing service; assessing own skills and knowledge; using past experience</li> </ul>
		2.2	Present the timelines required to carry out the tasks identified	
		2.3	Create a coherent plan for implementing an enterprise activity, including the tasks and timelines identified	

Learning outcomes	Assessment criteria	Unit amplification
3	Understand the risks involved in running the enterprise activity	3.1 Assess main risks that may occur in implementing the enterprise activity
		3.2 Discuss ways to minimise the risks
		<ul style="list-style-type: none"> <li>□ <i>Assess main risks:</i> different types of risks e.g. lack of skills, competition from others, price of production, raising finance for start-up costs, weather, motivating group of helpers; factors that might lessen risks e.g. start up costs are minimal, payment will be received immediately at point of sale, no additional staff required to provide the service, family members on hand to provide back-up help and support</li> </ul>

## Information for tutors

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### Delivery

This unit has been designed to make the key topics as practical as possible. Learners should be encouraged to gain an understanding of planning an enterprise activity in a highly applied way. Group working and discussion would be appropriate delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be large. The activity can either be producing a product, for example greeting cards or gift wrap, or providing a service, for example selling ice cream or car washing. During delivery of this unit, learners should be given as much practical experience as possible.

To introduce the unit, tutors could stimulate group discussion as to what is required for an enterprise activity to be successful. Through the discussion, ideas could also be generated regarding different types of products and services and how they could be provided. It is important to emphasise that the activity must be possible within the learner's current skill set. These ideas could be explored individually or through group activity.

It would be helpful if learners had the opportunity to identify a range of different types of products and services before choosing which idea to pursue further in this unit. A question and answer session could determine the viability or appropriateness of different enterprise ideas. The strengths and weaknesses of the planned enterprise activity could also be explored through the form of a 'Dragons' Den' type of presentation to a group, with peers commenting on the ideas and whether or not they think customers are likely to buy the product or service.

Tutors could stimulate group discussion about what is needed to plan a successful enterprise activity. This does not need to be as detailed as a business plan which would be considered as part of a business studies course at this level.

However, materials produced for business start-ups could be a useful point of reference. A plan for this unit could cover a description of the product or service, how it will be provided, when and how it can be sold and what the likely demand might be.

A question and answer session could determine what should be included in the plan for the enterprise activity as well as the tasks that need to be carried out before it starts trading. Business people or entrepreneurs could be invited to address the group on the subject of planning an enterprise activity. Alternatively, learners could interview business people that they know and report back to the group what they found out about enterprise planning.

It would be useful for learners to watch clips of TV adverts and/or review advertising from a range of newspapers and magazines to understand how to include promotion and selling in their enterprise plan. Information could also be gained from a range of other resources, including books, the internet and media articles. Personal skills in selling and promoting could be observed through TV programmes such as *Dragons' Den*.

Learners could investigate the financial aspect of their chosen enterprise idea through active research on costs via the internet or interaction with possible suppliers. Setting prices could be a result of research (such as questionnaires or a small-scale focus discussion), exploring what prices customers are prepared to pay for a product or service and finding out from business people how to set realistic prices for a product or service.

An understanding of the possible risks could be understood through watching TV programmes such as *Dragons' Den* or making use of magazines and websites that provide information and advice for entrepreneurs.

## Assessment

This unit can be assessed through a series of structured tasks or activities including a mixture of theory-based and practical application.

For 1.1, the learner must describe their choice of product or service, what it will provide to the customer, and how it will be provided. For 1.2, the learner needs to describe at least one type of customer who is likely to buy their product or service and explain why the customer is likely to buy the product or service.

For 2.1, the learner needs to describe the tasks that need to be done. This could include the research about customer needs as well as what materials they will need before they start the enterprise activity. For 2.2, the learner needs to estimate and present a timeline showing how long it will take to carry out the tasks.

For 2.3, the learner must create a plan for their chosen activity, taking into account the tasks and timelines they have identified. Their plan should also include details of how the product will be produced or how the service will be run, when and how it can be sold and what the likely customer demand is. Simple promotion and sales plans must be included and they must identify who they will need to help run the enterprise activity. The plan could be in the form of a written report, presentation, video clip or other appropriate format.

For 3.1, the learner must assess at least two risks that could affect the success of their enterprise activity and offer at least two suggestions. For 3.2 the learner must consider ways that the risks could be reduced. This could be, for example, in the form of a presentation of a mind map, a written report or a 'risks log'. The number of potential risks will depend on the individual enterprise activity, but typically the learner should be able to identify at least two potential risks and consider how to minimise them.

## Suggested resources

### Websites

<a href="http://www.enterprise-education.org.uk">www.enterprise-education.org.uk</a>	Enterprise Education Trust
<a href="http://www.enterpriseinschools.org.uk/enterpriseinschools/index.php">www.enterpriseinschools.org.uk/enterpriseinschools/index.php</a>	Enterprise in schools – access to education
<a href="http://www.gov.uk/browse/business">www.gov.uk/browse/business</a>	Government information on starting up and running a business
<a href="http://www.stridingout.co.uk">www.stridingout.co.uk</a>	Provides leadership, business and career-building advice.

# Unit 29: Running an Enterprise Activity

**Unit reference number:** Y/503/2889

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 10

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## Unit aim

The aim of this unit is to enable learners to use their skills and knowledge to run an enterprise activity. Learners will create plans, use their customer skills, handle money and keep basic financial records. Learners will evaluate the activity and their personal involvement.

## Unit introduction

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk-taking, creativity, intuition and leadership. In this unit, learners will have the opportunity to carry out an enterprise activity. Learners will develop an understanding of the importance of having a strategy for an enterprise activity, dealing with money, sales techniques and customers correctly. They will also develop the ability to evaluate the success of their activity and review their personal involvement.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to provide a strategy to ensure the success of an enterprise activity	1.1	Identify what is required in an operational plan	<ul style="list-style-type: none"> <li>□ <i>Features of an operational plan:</i> research e.g. current marketplace provision, customer research, product research, competitors; practical implementation e.g. facilities, resources, quality assurance, skills; finance and cash flow;</li> </ul>
		1.2	Create an operational plan for the actual enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Features of an effective strategy for success:</i> importance of planning for success e.g. conducting market research, finding out customer needs, considering competitors and competitor products or services, planning practical implementation of the activity (including appropriate facilities, resources, quality assurance and skills), planning for financial and cash flow aspects, evaluation of own personal and practical skills in running the enterprise activity, identifying gaps in required skills</li> </ul>
2	Be able to carry out an enterprise activity using appropriate skills and procedures	2.1	Demonstrate a range of skills and techniques to sell the product or service	<ul style="list-style-type: none"> <li>□ <i>Selling the product or service using appropriate skills, techniques and materials:</i> suitable product or service prepared; necessary components for production or implementation obtained; promotion materials and product information produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales skills demonstrated</li> </ul>
		2.2	Demonstrate good customer care	<ul style="list-style-type: none"> <li>□ <i>Customer care:</i> communicating appropriately with customers, listening to customers, answering customer questions accurately and appropriately, being friendly and helpful, resolving customer problems e.g. defective goods, unsatisfactory level of service, incorrect price charged</li> </ul>



Learning outcomes		Assessment criteria	Unit amplification
		2.3	Demonstrate correct handling money procedures for an enterprise activity
		2.4	Explain the importance of correct handling money procedures for an enterprise activity
3	Be able to evaluate the profitability of the enterprise activity	3.1	Present financial records to show the set up costs, running costs and other costs
		3.2	Present financial records showing sales and profit or losses
		3.3	Give reasons for the financial success or financial failure of the enterprise activity
			<ul style="list-style-type: none"> <li>□ <i>Importance of handling money correctly:</i> knowing correct procedures to follow to keep within the law, keep money safe and boost chances of making a profit, accuracy in calculations and financial records in order to reflect true financial situation</li> </ul>
			<ul style="list-style-type: none"> <li>□ <i>Using financial records to explain the success or failure of the enterprise:</i> evaluation of enterprise activity from financial records to show set-up and running costs overestimated/underestimated/accurately estimated, number of items produced or services offered exceeded/met/fell short of customer demand, profit made/not made on enterprise activity</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification	
4	Know how to review personal involvement in an enterprise activity	4.1 Describe skills gained from running the enterprise activity	<ul style="list-style-type: none"> <li>□ <i>Role in the enterprise activity and skills gained:</i> roles e.g. salesperson, planner, team motivator, finance person, administrator, overseeing production; skills e.g. planning and organisation skills, research skills, promotion and sales skills, record keeping skills, motivational skills, problem-solving skills</li> <li>□ <i>Identify strengths and weaknesses of their personal involvement:</i> strengths e.g. strong leadership skills, good customer relations, effective selling techniques; weaknesses e.g. lack of time management</li> </ul>
	4.2 Describe personal strengths which were demonstrated during the enterprise activity		
	4.3 Describe skills that need to be improved as a result of participating in the enterprise activity		

## Information for tutors

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### Delivery

This unit has been designed to be as practical as possible. Learners should be encouraged to gain an understanding of running an enterprise activity in a highly practical way. Group working and group discussion would be appropriate as delivery methods, even where the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large activity. It can either be producing a product, for example greeting cards, baking biscuits, making sweets, or making jewellery, or providing a service, for example, selling ice cream or car washing.

Learners should be given as much practical experience as possible. This unit has been designed so that it can be delivered with *Unit 28: Planning an Enterprise Activity* and *Unit 30: Producing a Product*.

Learners should think through a strategy to ensure that their enterprise activity is successful. Learners might find it helpful to use group discussions initially to explore how they could come up with a plan to ensure their enterprise activity is successful. 'Successful' in this context means that the learner understands how to carry out their activity and reach their planned sales targets. Learners could also conduct individual research on appropriate websites or have question and answer sessions with visiting business people.

The enterprise activity could be delivered as part of an 'enterprise activity day' using the format of a trade fair with a variety of stands. Alternatively, the enterprise activity could take the form of a one-off small group activity or an individual enterprise activity.

At this level, learners could be given a degree of independence in deciding how they could run their enterprise activity. Learners in the workplace should be able to identify and use some work-related skills in running their enterprise activity.

Group discussions could be used to help learners come up with a checklist of tasks needed to carry out the activity on the chosen day(s). This could also be an individual piece of written work or a PowerPoint presentation.

To help learners think about the key financial information they need to record in order to evaluate the overall successes and/or failures of the enterprise activity, in terms of profitability, entrepreneurs or business people could be invited to speak to learners. Visiting speakers could talk about which financial information to record, and provide examples of how financial information can be used to show the successes and failures of an enterprise activity.

If appropriate, visiting experts could also be invited to participate in a question and answer session with learners during which they share information about their own involvement in business and enterprise, and what skills and lessons they have learned from participating in enterprise initiatives. Alternatively, learners could conduct their own individual research such as looking at case studies and interviews with entrepreneurs regarding how to evaluate the financial success of an enterprise activity, as well as what personal skills might be gained from being involved in such an activity. The results of individual learner research could be shared with other learners in a group discussion or displayed in poster format in the classroom or learning area.

## Assessment

Assessment of this unit centres on the completion on an enterprise activity.

For 1.1, the learner needs to identify what needs to be included in their operational plan. The learner should consider the customer, what they intend to do, resources, and how and when they are going to do it. This work can form the basis of material for 1.2.

For 1.2, the learner must produce a plan for achieving success in a chosen enterprise activity. This could be in a written report, a brief presentation, as video-based evidence or a log or record sheet. The plan should include reference to the customer, their needs, the promotional materials to be used, the staffing of the event, and the venue and the proposed date or dates when the enterprise event will take place. The plan should also include reference to the times, the venue, the staffing, quality control, any additional relevant information should be included, such as health and safety information or special arrangements for dealing with cash.

For 2.1, the learner must provide witnessed evidence that the enterprise activity has taken place. The product or service should have been prepared adequately, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by the learner. In addition, to achieve 2.2, the learner must demonstrate appropriate customer service skills in providing the enterprise service or product. The prepared product or service may be something the learner has produced themselves (for example jewellery), or something produced by someone else (for example ice cream purchased by the learner and sold on a stall at a trade fair). For 2.3, the learner must demonstrate appropriate handling of money for example, the money should be kept in a safe place, in a secure box and out of sight. Photographic or video evidence could be used as well as a tutor witness statement.

For 2.4 the learner must explain at least two reasons why it is important to handle money correctly in an enterprise activity.

For 3.1 and 3.2, the learner needs to present simple financial records, showing costs and revenue for the enterprise activity. These should be accompanied for 3.3, by at least two reasons (verbal or written) about the link between the success or failure of the enterprise activity and its financial performance.

For 4.1, learners should describe the skills they have learnt in the course of their activity. For 4.2, the learner must evaluate their involvement in the activity and comments on the skills that have been gained through the activity. The learner should describe at least two personal strengths. This feeds into 4.3, where the learner must describe at least two skills that they want to improve. This could be provided for example in written form, as part of a brief presentation witnessed by a tutor or completion of a self-assessment activity.

## Suggested resources

### Websites

<a href="http://www.enterprise-education.org.uk">www.enterprise-education.org.uk</a>	Enterprise Education Trust
<a href="http://www.enterpriseinschools.org.uk/enterpriseinschools/index.php">www.enterpriseinschools.org.uk/ enterpriseinschools/index.php</a>	Enterprise in schools – access to education
<a href="http://www.gov.uk/browse/business">www.gov.uk/browse/business</a>	Government information on starting up and running a business
<a href="http://www.stridingout.co.uk">www.stridingout.co.uk</a>	Provides leadership, business and career- building advice.

# Unit 30: Learning with Colleagues and Other Learners

Unit reference number: J/503/2872

Level: 2

Credit value: 2

Guided learning hours: 20

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## Unit aim

This unit gives learners the opportunity to learn new skills with others by considering the importance of learning with others, planning own learning, interacting appropriately with others and reflecting on the success of learning.

## Unit introduction

This unit introduces learners to the importance of colleagues and other learners as a valuable resource in the learning process. Learners will have the opportunity to demonstrate that they can work as part of a group in a learning and development context, understanding learning goals and interacting appropriately with their peer group. Learners will also reflect on their experience of learning with a group of colleagues or other learners.

## Essential resources

Learners should have access to situations where they learn alongside co-workers or other learners.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of learning with colleagues or other learners	1.1	Describe how learning with one's colleagues or other learners is important for own development	<ul style="list-style-type: none"> <li>□ <i>Importance of learning with others:</i> finding more effective answers and solutions to tasks or problems through interaction with other co-workers or learners e.g. solving a problem by using ideas from several people rather than just own ideas; developing interpersonal skills through learning alongside others e.g. patience, empathy, tolerance, flexibility, loyalty, reliability</li> </ul>
2	Know how to plan the learning to be undertaken with colleagues or other learners	2.1	Select a learning goal to undertake with colleagues or other learners	<ul style="list-style-type: none"> <li>□ <i>Learning goals:</i> identifying an aspect of their learning they can undertake with co-workers or other learners; identifying a goal they can work towards or that is relevant to development in their field of work or study e.g. attend team training course to learn new customer service skills for call centre, work in a group to carry out research for school assignment</li> </ul>
		2.2	Describe ways to work towards achieving the learning goal	<ul style="list-style-type: none"> <li>□ <i>Working towards the learning goal:</i> e.g. attend training course and attempt all tasks given on the course, complete assigned part of group/team project, compile list of questions to ask visiting speaker during question and answer session</li> </ul>
3	Be able to interact appropriately with colleagues or other learners in a learning situation	3.1	Respond appropriately to advice from others	<ul style="list-style-type: none"> <li>□ <i>Responding appropriately to advice from others:</i> thanking someone for their advice, asking an appropriate question about the advice offered, being polite in expressing that you don't agree with the advice</li> </ul>
		3.2	Express beliefs and opinions to others appropriately	<ul style="list-style-type: none"> <li>□ <i>Expressing beliefs and opinions:</i> preferences and dislikes, relevance of an aspect of learning to them, how useful the learning was</li> </ul>
		3.3	Give helpful feedback to others	<ul style="list-style-type: none"> <li>□ <i>Giving helpful feedback:</i> feedback to other learners on how useful learning was, what could be improved or changed</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
4 Be able to review the learning undertaken with colleagues or other learners	4.1 Give examples of how learning with colleagues or other learners took place	<ul style="list-style-type: none"> <li>□ <i>Examples of learning with others:</i> informal learning situations e.g. team- building activities or development activities, day-to-day working with a team of people at the same level; formal learning situations e.g. training courses, induction days, classes, workshops</li> </ul>
	4.2 Describe an example of learning with others that was successful	<ul style="list-style-type: none"> <li>□ <i>Reviewing the learning with others:</i> deciding whether the experience of learning with others was successful e.g. whether the group task was achieved, whether the learner found out new information from others or acquired new skills from being with others; considering anything that could have been done better e.g. the learner should have paid more attention to the suggestions and ideas of other learners or co-workers in the group</li> </ul>
	4.3 Discuss an example of learning with others that was not successful	



## Information for tutors

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### Delivery

colleagues, classmates or other learners) and people who have the same level of experience as them (for example people they come into contact with during activities such as training courses or on induction sessions). These should be people who are familiar to the learner and who they come into contact with, although this may not necessarily be on a day-to-day basis.

For learning outcome 2, tutors/line managers could discuss and agree the learning goal in advance with learners. For example, this could be about learning a new skill or developing their communication skills, about learning a new IT package or finding out information relevant to their work. A group or team development session, (run informally or formally as appropriate) would also be useful for learning outcome 2. For learners who have access to the workplace, this could be a formal training course, workshop or an induction session which the learner plans to attend with the agreement of their line manager/tutor.

Learning outcome 3 can be demonstrated during an activity such as a training course or in a team building or development session in which the learner's peers are also present.

For learning outcome 4, learners might find it helpful to reflect on questions about how and what they have learned with their co-workers or other learners. This could include 'What types of activity did I/the group carry out?' 'How did this help my learning?' 'What new skills/information did I learn? Did I learn anything useful that I did not expect to learn?' 'Did I make the progress I expected towards my goal, and if not, what else do I need to do?'

Learners should also be given the opportunity to reflect on their learning experience with others. They could consider what they thought the benefits were of learning in a group situation rather than learning on their own. Learners could also think about whether or not the learning experience was a positive one, and if not, what benefits they see in learning alone.

### Assessment

Evidence for 1.1 could come from a group discussion which shows the learner's individual contribution, or an individual discussion with the tutor/line manager. This can take the form of a taped discussion, video evidence or other appropriate form. It could be supported by written notes from the learner or tutor/line manager. For 1.1, the learner needs to describe why learning with other learners or colleagues is important for their personal development.

Evidence for 2.1 and 2.2 could be a one-to-one discussion between the tutor/line manager and the learner in which the learner describes a learning goal they will be able to undertake with peers and explains how they will work towards achieving the learning goal.

Evidence for 3.1 to 3.3 could be an observation of the learner by the tutor, line manager or other designated person, or written evidence. At least one example of each kind of behaviour is required. Evidence could take the form of a witness statement, observation notes or a video of the learner's interaction with other colleagues or learners, along with supporting notes. If in a written format, evidence of the learner's communication must be provided (for example copies of emails, memos or letters) with a supporting commentary from the tutor/line manager, if appropriate.

The learner should respond appropriately to advice from others in the group, for example advice on how to do something better. The advice given by others could be directed to the learner individually or to a group of which the learner is a part. The learner should also show that they are able to express beliefs and opinions to others appropriately. Their beliefs and opinions could relate to the general learning situation or to their own learning. Additionally, the learner must show they can give helpful feedback about their learning in an appropriate way. For example, if the learner is filling in feedback forms at a training course, they could provide helpful suggestions about how to improve the course and what they found useful or not. The information should be able to be used by others to improve on training or development situations.

Evidence for 4.1, 4.2 and 4.3 could come from a one-to-one discussion between the tutor/line manager and the learner or a small group discussion in which the learner gives at least two examples of how they have learned with colleagues or other learners (for 4.1). 4.2 and 4.3 require the learner to reflect on their shared learning experience, describing at least one example of what they have learned, understood or gained from the experience of working/learning with others. The learners should also describe at least one example of when learning with others was difficult and why.

## Suggested resources

### Websites

[www.lifecoachexpert.co.uk](http://www.lifecoachexpert.co.uk)

Lifecoach Expert

[www.mindtools.com](http://www.mindtools.com)

Provides toolkit for developing work-related skills

# Unit 31: Self-Management Skills

Unit reference number: A/503/2867

Level: 2

Credit value: 2

Guided learning hours: 20

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## Unit aim

The aim of this unit is for learners to develop an understanding of the importance of self-management for employees and others in the workplace and to develop self-management skills for work.

## Unit introduction

A proactive approach to self-management is a vital aspect of employability. Employees need to be able to manage themselves appropriately in order to stay safe, healthy and to make a constructive contribution to the workplace.

In this unit, learners will develop an understanding of why self-management in the workplace is important and how effective self-management benefits themselves, their colleagues and their employer. Learners will demonstrate a range of self-management skills throughout the working day and evaluate their performance, suggesting any areas for improvement.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of self-management for work	1.1	Explain why it is important for individuals to self-manage in the workplace	<ul style="list-style-type: none"> <li>□ <i>Importance of managing themselves:</i> contribute to own health and wellbeing, builds self-esteem and confidence, builds better working relationships with peers and other colleagues, appreciated more by others, can perform work more comfortably and easily</li> </ul>
		1.2	Explain how to self-manage in the workplace	<ul style="list-style-type: none"> <li>□ <i>How to manage themselves effectively in the workplace:</i> e.g. taking care of personal wellbeing e.g. select healthy meal options in canteen at lunchtime to boost physical health, talk to supervisor or human resources representative if feeling anxious about learning new tasks; follow health and safety guidelines e.g. take regular breaks from looking at the computer screen, use correct method for lifting heavy objects; manage time effectively e.g. check daily tasks lists every morning for any urgent tasks</li> </ul>
		1.3	Explain benefits to others in the workplace when individuals self-manage effectively	<ul style="list-style-type: none"> <li>□ <i>Benefits of effective self-management to others:</i> for immediate colleagues, other colleagues, the employer e.g. makes workplace safer, avoids problems related to inappropriate workloads, boosts morale and a positive atmosphere in the workplace, lower rates of absence from work, higher rates of productivity if staff are happy and healthy in their workplace</li> </ul>
2	Be able to self-manage for work	2.1	Produce a plan of activities and breaks for a working day	<ul style="list-style-type: none"> <li>□ <i>Effective self-management skills:</i> plan for a working day including anticipated tasks, time needed for</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Carry out activities prioritising to achieve daily objectives	completion, prioritising, break times; range of skills needed e.g. time management, understanding of health and safety, keeping themselves and others safe and healthy
3	Be able to review own self-management skills for work	3.1	Assess own self-management skills for work	<ul style="list-style-type: none"> <li>□ <i>Assessment of performance</i>: analysis of plan and performance e.g. was plan carried out, was there a need to change the plan during the working day, did learner feel safe and comfortable in the workplace</li> </ul>
		3.2	Identify aspects of self-management for improvement	<ul style="list-style-type: none"> <li>□ <i>Areas for improvement</i>: discussion of what went well and what did not go so well; suggest areas for improvement e.g. will ask for help in future if unable to complete a task within the required deadline</li> </ul>

## Information for tutors

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### Delivery

This unit can be delivered in the workplace, work placement or volunteering commitment or in a simulated situation in a school or college. The self-management skills listed in the unit are those which need to be demonstrated by learners within an educational context as well as by employees. It is likely, therefore, that learners will already be aware of a range of self-management skills in a general context.

Tutors/line managers could use copies of procedures for different types of organisations as appropriate, for example school or college procedures for staff and/or learners relating to self-management (or if the workplace, copies of procedures for that workplace). Relevant training or developmental courses or exercises relating to self-management (for example time management, 'mock' work tasks and 'in tray exercises', health and safety, personal management) are also useful resources.

Learning outcome 1 could be delivered through group discussion or discussion between the learner, their line manager, supervisor or another appropriate person familiar to the learner. Tutors/line managers could provide the group or individual learner with prompts and facilitate the discussion to help learners explain how and why it is important to manage themselves in the workplace. Learners should discuss why it is beneficial, for themselves and to others that they look after themselves in the workplace. Learners could create a poster or leaflet.

Tutors/line managers can wish to use organisational procedures and health and safety policies as a background to show learners the types of responsibilities employees have to their health and wellbeing, and also how the workplace can support employees in this.

In preparing a plan for a working day, tutors/line managers could discuss and agree the format of the plan with learners in advance. Tutors/line managers can provide learners with a template for a plan to fill in, allowing them to record all the essential information.

Learning outcome 2 may be delivered in a variety of ways. If in a work situation, learners could carry out their normal daily activities whilst being observed by their line manager, supervisor or another responsible person. In a simulated situation, learners could be given (or agree with their tutor) a scenario which enables them to demonstrate self-management skills within the workplace. However, learners would need an opportunity to demonstrate that they can carry out a range of activities. Tutors/line managers could spend time with learners in preparation for the demonstration, for example carrying out a simulated activity in which the tutor, line manager or other observer helps or supports the learner by pointing out, for example, health and safety issues that they may have missed. They can also discuss and agree the activities which learners will demonstrate, in advance of the demonstration. Learners must be comfortable with the expectations of the demonstration and the way in which they will be assessed, for example if it is an observation then they should be comfortable with the presence of an observer who may not necessarily offer advice and support during the assessment.

Learning outcome 3 could be delivered through a one-to-one discussion between the tutor or line manager and the learner. Learners and tutors would discuss how the learner fared in their demonstration and learners would have the opportunity to analyse their performance. Tutors/line managers could include this analysis as part of any formal reporting (for example appraisal or review sessions during the year).

## Assessment

For 1.1, the learner must explain why it is important that they manage themselves in the workplace.

For 1.2, the learner needs to provide at least two examples of how to self-manage in the workplace.

For 1.3, the learner must explain at least three benefits of effective self-management to others in the workplace, for example benefits to other colleagues and the employer. Evidence to support 1.1, 1.2 and 1.3 can be either in a written format, for example records of group or individual discussion (written by the tutor/line manager or by the learner with sign-off from the tutor) or a video or via audio recording.

For 2.1, the learner should produce a plan for their working day in advance of their demonstration. The plan can be discussed and agreed by the tutor/line manager and prepared to a set template, but the information contained within the plan must be from the learner and must include anticipated tasks for that day. To show the learner's understanding of their daily objectives, the plan will show prioritise the tasks and estimate the time the learner will need to take to complete these. The plan will also allow for break times appropriate to the workplace situation, for example the learner is likely to be spending long periods of time at a computer and will need to schedule time when they can move away from the computer and rest their eyes.

For 2.2, the learner should demonstrate self-management skills within the workplace. They must show that they can structure appropriate breaks during their working day. In achieving 2.2, the learner will need to prioritise tasks and activities appropriately to meet their daily objectives, although they could discuss them with their tutor or line manager in advance. The tasks and activities should be agreed before the learner undertakes their work. The learner must show that they can use these skills and understand what they are carrying out, although tutors and others can support and prompt them.

The demonstration needs to be observed by the tutor or another person designated to assess the learner (this could be a line manager or supervisor for example). The observation needs to form the basis of a discussion with the learner after the demonstration. This observation could be a written statement by the tutor or line manager (which would support good practice for appraisal and review in the workplace) or a video with supporting commentary from the tutor or line manager.

For 3.1 and 3.2, the learner needs to carry out an analysis of their performance representing their own views on their performance and recording them. It is appropriate for the tutor, line manager or colleague to offer constructive criticism and for the learner to include this feedback in their performance review if they wish to do so. However, the learner's self-evaluation should represent their own views on their performance and be recorded independently. The learner needs to discuss what they felt went well, (for example being able to do some extra work due to rescheduling tasks and activities) and what they felt did not go so well (such as being late for a meeting or missing a phone call). The learner should be able to discuss with their tutor or line manager what they felt they could improve on.

Evidence to support 3.1 and 3.2 can be written, for example written statements from the learner on the review of their performance and/or supporting statements from the tutor, line manager or other person involved in the discussion and review, or through video or taped discussion.

Learners' written statements do not have to be lengthy and can be discussed and agreed by the tutor/line manager in advance.

### Suggested resources

#### Websites

<a href="http://www.gov.uk/brose/business">www.gov.uk/brose/business</a>	Government information on starting up and running a business
<a href="http://www.lifecoachexpert.co.uk">www.lifecoachexpert.co.uk</a>	Lifecoach Expert
<a href="http://www.monster.co.uk">www.monster.co.uk</a>	Careers advice
<a href="http://www.worksmart.org.uk/career">www.worksmart.org.uk/career</a>	Careers advice



## 10 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson: [www.edexcel.com/contactus](http://www.edexcel.com/contactus)
- BTEC: [www.btec.co.uk/contactus](http://www.btec.co.uk/contactus)
- Work-based learning: [www.pearsonwbl.com/contactus](http://www.pearsonwbl.com/contactus)
- Books, software and online resources for UK schools and colleges: [www.pearsonschools.co.uk/contactus](http://www.pearsonschools.co.uk/contactus)

Other sources of information and publications available include:

- *Pearson Equality Policy*
- *UK Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually)

Publications on the quality assurance of BTEC qualifications are on our website at [www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx](http://www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [www.edexcel.com/resources/Pages/home.aspx](http://www.edexcel.com/resources/Pages/home.aspx)

### Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: [www.edexcel.com/resources](http://www.edexcel.com/resources)

# 11 Professional development and training

We support UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: [www.edexcel.com/training](http://www.edexcel.com/training). You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel team via Customer Services to discuss your training needs.

## BTEC training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: [www.btec.co.uk/training](http://www.btec.co.uk/training)

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: **0844 463 2535**.

## Your BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our BTEC support team to help you whenever – and however – you need, with:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: [www.edexcel.com/subjectadvisors](http://www.edexcel.com/subjectadvisors)
- Ask Edexcel: submit your question online to our Ask Edexcel online service [www.edexcel.com/ask](http://www.edexcel.com/ask) and we will make sure your query is handled by a subject specialist

## Annexe A

### Mapping to Functional Skills

Level 1	Unit number																			
English — Speaking and listening	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
English — Reading																				
Read and understand a range of straightforward texts										✓										
English — Writing																				
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience																				

Level 1	Unit number										
English — Speaking and listening	21	22	23	24	25	26	27	28	29	30	31
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
English — Reading											
Read and understand a range of straightforward texts	✓			✓	✓						
English — Writing											
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience				✓							

Level 1	Unit number																			
Mathematics — Learners can	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>Representing</b> <ul style="list-style-type: none"> <li>understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine</li> <li>identify and obtain necessary information to tackle the problem</li> <li>select mathematics in an organised way to find solutions</li> </ul>																	✓	✓	✓	✓
<b>Analysing</b> <ul style="list-style-type: none"> <li>apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes</li> <li>use appropriate checking procedures at each stage</li> </ul>																	✓	✓		✓
<b>Interpreting</b> <ul style="list-style-type: none"> <li>interpret and communicate solutions to practical problems, drawing simple conclusions</li> </ul>																	✓	✓		

Level 1	Unit number										
Mathematics — Learners can	21	22	23	24	25	26	27	28	29	30	31
<b>Representing</b> <ul style="list-style-type: none"> <li>understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine</li> <li>identify and obtain necessary information to tackle the problem</li> <li>select mathematics in an organised way to find solutions</li> </ul>				✓			✓	✓	✓		
<b>Analysing</b> <ul style="list-style-type: none"> <li>apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes</li> <li>use appropriate checking procedures at each stage</li> </ul>				✓			✓	✓	✓		
<b>Interpreting</b> <ul style="list-style-type: none"> <li>interpret and communicate solutions to practical problems, drawing simple conclusions</li> </ul>				✓							

Level 1	Unit number																			
ICT — Use ICT systems	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Identify the ICT requirements of a straightforward task																				
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context																				
Manage information storage																				
Follow and demonstrate understanding of the need for safety and security practices																				
<b>ICT — Find and select information</b>																				
Use search techniques to locate and select relevant information	✓										✓	✓			✓		✓			
Select information from a variety of ICT sources for a straightforward task	✓																			

Level 1	Unit number										
ICT — Use ICT systems	21	22	23	24	25	26	27	28	29	30	31
Identify the ICT requirements of a straightforward task	✓			✓	✓						
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	✓			✓	✓						
Manage information storage				✓							
Follow and demonstrate understanding of the need for safety and security practices											
ICT — Find and select information											
Use search techniques to locate and select relevant information	✓			✓	✓						
Select information from a variety of ICT sources for a straightforward task	✓			✓	✓						



Level 1	Unit number																			
ICT — Develop, present and communicate information	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks																				
Use appropriate software to meet requirements of straightforward data-handling task																				
Use communications software to meet requirements of a straightforward task																				
Evaluate the selection and use of ICT tools and facilities used to present information																				
combine information within a publication for a familiar audience and purpose																				
Evaluate own use of ICT tools																				

Level 1	Unit number										
ICT — Develop, present and communicate information	21	22	23	24	25	26	27	28	29	30	31
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks				✓							
Use appropriate software to meet requirements of straightforward data-handling task				✓							
Use communications software to meet requirements of a straightforward task				✓							
Evaluate the selection and use of ICT tools and facilities used to present information				✓							
combine information within a publication for a familiar audience and purpose				✓							
Evaluate own use of ICT tools				✓							



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