

**NCFE**

**CACHE**

# Qualification Specification

**NCFE CACHE Level 1 Award in Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales)**

**QN: 601/5363/5**

**NCFE CACHE Level 1 Certificate in Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales)**

**QN: 601/5364/7**

**NCFE CACHE Level 1 Diploma in Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales)**

**QN: 601/5365/9**

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## Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
v5.1	March 2019	<a href="#">Safeguarding guidance</a> added.
v5.2	June 2019	Updated Qualification Summary for each of the qualifications: <ul style="list-style-type: none"> <li>• amended Progression section.</li> <li>• Purpose codes changed from C and C1 to B and B1, B2 to reflect the aim of these qualifications.</li> </ul>
V5.3	February 2020	<a href="#">Resources</a> section added.
V5.4	June 2022	<p>Further information added to the <a href="#">Assessment strategies and principles relevant</a> to these qualifications section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the <a href="#">support handbook</a> section about how to access support handbooks.</p> <p>Information added to advise about <a href="#">terminology in relation to autism</a> within the specification.</p>
V5.5	June 2024	Unit number amendment on <a href="#">page 19</a> .

## **Section 1: General introduction**

## About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain these qualifications. It also contains extra information for your tutor or assessor.

## How the qualifications work

These qualifications are made up of units each representing a small step of learning. This allows the qualifications to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - shows how difficult it is
- a **credit value** - one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know substances which are commonly misused.	1.1. List <b>categories</b> of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

## Understanding learning outcomes

There are two main types of learning outcome:

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

Sometimes they can cover a combination of the two.

### Competence / Skills based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied (please see chart in Assessment Guidance section). All evidence must be based on the learner's experience in a real work environment.

### Knowledge based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, Knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

## **Making use of our websites**

The most recent version of our Qualification Specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the Qualification Specification.

The website also contains information about all our qualification, including a Qualification Factsheet and other support materials.

## **The Public Website**

The NCFE website contains information about all our qualifications, which contains:

- Key Facts
- Qualification Specifications
- Other Support Materials

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

- Complaints Procedure
- Appeals Process
- Diversity Statement

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

## **The Centre Secure Website**

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

## **Support handbook**

This Qualification Specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the support handbook.



## **Plagiarism**

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

## **Buying and selling assignments**

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

## **Equal opportunities**

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

## **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their tutor, who should refer to our Reasonable Adjustments and Special Considerations Policy for guidance. For more information on the Reasonable Adjustments and Special Considerations Policy please see our dedicated qualifications NCFE website.

## **Section 2: About these qualifications**

Qualification summary			
<b>Title</b>	NCFE CACHE Level 1 Award in Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales)		
<b>Qualification number</b>	601/5363/5		
<b>Aim</b>	<p>The Level 1 Award in Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales) is suitable for learners who are working, or wish to work, in the health and social care and early years and childcare sectors.</p> <p>This qualification:</p> <ul style="list-style-type: none"> <li>• is aimed at learners who wish to develop an understanding of these settings before deciding whether working in the sector is for them</li> <li>• allows learners to gain the knowledge and understanding required for employment and/or career progression in the sectors</li> <li>• provides opportunities for the development of transferable skills</li> <li>• supports progression to Level 2 qualifications in health, social care or children's settings</li> <li>• provides learners with the opportunity to progress to employment, in due course, in a range of job roles in the care sectors.</li> </ul>		
<b>Purpose</b> Ofqual code and description (where applicable)	<p>B: Prepare for further learning or training and/or develop knowledge and/or skills in a subject area</p> <p>B1: prepare for further learning or training</p> <p>B2: develop knowledge and/or skills in a subject area</p>		
<b>Total Qualification Time (hours)</b>	120		
<b>Guided learning (hours)</b>	101		
<b>Credit value</b>	12	<b>Minimum credit at / above Level</b>	12
<b>Minimum age of learner</b>	14		
<b>Age ranges covered by the qualification</b>	Children, young people and adults.		

<b>Real work environment (RWE) requirement / recommendation</b>	Learners do not need to be working as this is a knowledge-only qualification.
<b>Rules of Combination</b>	Learners must achieve all the mandatory 12 credits to gain this qualification.
<b>Progression</b> including Job Roles (where applicable)	<p>As well as progressing to the Level 1 Certificate and Diploma in Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales), this qualification provides a stepping stone for learners who wish to move into employment and complete either a Level 2 Diploma in Health and Social Care or a Level 2 Diploma in Child Care.</p> <p>It also provides a stepping stone to the All Wales Induction Framework for Health and Social Care and Early Years and Childcare which is a mandatory part of employment in social care and early years settings in Wales.</p>
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board.</p> <p>* NB: assessment tasks are provided for tutors' convenience. They are not mandatory.</p>
<b>Additional assessment requirements</b>	N/A
<b>Grading system</b>	Achieved/Not Yet Achieved
<b>How long will it take to complete?</b>	The Award, Certificate and Diploma can usually be completed in one year or less.
<b>Entry requirements / recommendations</b>	There are no formal entry requirements for this qualification but learners must be at least 14 years of age.
<b>About this qualification</b>	This is a regulated qualification. The regulated number for this qualifications is 601/5363/5.

<b>Title</b>	NCFE CACHE Level 1 Certificate in Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales)		
<b>Qualification number</b>	601/5364/7		
<b>Aim</b>	<p>The Level 1 Certificate in Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales) is suitable for learners who are working, or wish to work, in the health and social care and early years and childcare sectors.</p> <p>This qualification:</p> <ul style="list-style-type: none"> <li>• is aimed at learners who wish to develop an understanding of these settings before deciding whether working in the sector is for them</li> <li>• allows learners to gain the knowledge, understanding and skills required for employment and/or career progression in the sectors</li> <li>• allows learners to tailor their learning to their interests through the provision of a broad range of optional units</li> <li>• provides opportunities for the development of transferable skills</li> <li>• supports progression to Level 2 qualifications in health, social care or children’s settings</li> <li>• provide learners with the opportunity to progress to employment, in due course, in a range of job roles in the care sectors.</li> </ul>		
<b>Purpose</b> Ofqual code and description (where applicable)	<p>B: Prepare for further learning or training and/or develop knowledge and/or skills in a subject area</p> <p>B1: prepare for further learning or training</p> <p>B2: develop knowledge and/or skills in a subject area</p>		
<b>Total Qualification Time (Hours)</b>	300		
Guided learning (hours)	245		
<b>Credit value</b>	30	<b>Minimum credit at / above Level</b>	30
<b>Minimum age of learner</b>	14		
<b>Age ranges covered by the qualification</b>	Children, young people and adults.		

<p><b>Real work environment (RWE) requirement / recommendation</b></p>	<p>Learners need to be working, volunteering or on practical placement, only if they take any of the following three optional units:</p> <ul style="list-style-type: none"> <li>• J/506/0249 – Introduction to creative activities for children’s development</li> <li>• Y/506/1308 – Introduction to language immersion in an early years and childcare setting</li> <li>• K/506/0292 – Introduction to balanced diets for individuals</li> </ul>
<p><b>Rules of Combination</b></p>	<p>Learners must achieve 30 credits to gain this qualification. To do this they must achieve 16 credits from the mandatory units in group A, 3 credits from group B, and 11 credits from group C.</p>
<p><b>Progression</b> including Job Roles (where applicable)</p>	<p>As well as progressing to the Level 1 Diploma in Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales), this qualification provides a stepping stone for learners who wish to move into employment and complete either a Level 2 Diploma in Health and Social Care or a Level 2 Diploma in Child Care.</p> <p>It also provides a stepping stone to the All Wales Induction Framework for Health and Social Care and Early Years and Childcare which is a mandatory part of employment in social care and early years settings in Wales.</p>
<p><b>Recommended assessment methods</b></p>	<p>All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board, direct observation or reflective practice.</p> <p>* NB: assessment tasks are provided for tutors’ convenience. They are not mandatory.</p>
<p><b>Grading system</b></p>	<p>Achieved/Not Yet Achieved</p>
<p><b>How long will it take to complete?</b></p>	<p>The Award, Certificate and Diploma can usually be completed in one year or less.</p>
<p><b>Entry requirements / recommendations</b></p>	<p>There are no formal entry requirements for this qualification but learners must be at least 14 years of age.</p> <p>Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.</p>
<p><b>About this qualification</b></p>	<p>This is a regulated qualification. The regulated number for this qualification is 601/5364/7.</p>

<b>Title</b>	NCFE CACHE Level 1 Diploma in Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales)		
<b>Qualification number</b>	601/5365/9		
<b>Aim</b>	<p>The Level 1 Diploma in Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales) is suitable for learners who are working, or wish to work, in the health and social care and early years and childcare sectors.</p> <p>This qualification:</p> <ul style="list-style-type: none"> <li>• is aimed at learners who wish to develop an understanding of these settings before deciding whether working in the sector is for them</li> <li>• allows learners to gain the knowledge, understanding and skills required for employment and/or career progression in the sectors</li> <li>• allows learners to tailor their learning to their interests through the provision of a broad range of optional units</li> <li>• provides opportunities for the development of transferable skills</li> <li>• supports progression to Level 2 qualifications in health, social care or children's settings</li> <li>• provide learners with the opportunity to progress to employment, in due course, in a range of job roles in the care sectors.</li> </ul>		
<b>Purpose</b> Ofqual code and description (where applicable)	<p>B: Prepare for further learning or training and/or develop knowledge and/or skills in a subject area</p> <p>B1: prepare for further learning or training</p> <p>B2: develop knowledge and/or skills in a subject area</p>		
<b>Total Qualification Time (Hours)</b>	390		
<b>Guided learning hours</b>	329		
<b>Credit value</b>	39	<b>Minimum credit at / above Level</b>	39
<b>Minimum age of learner</b>	14		
<b>Age ranges covered by the qualification</b>	Children, young people and adults.		





<p><b>Real work environment (RWE) requirement / recommendation</b></p>	<p>Learners need to be working, volunteering or on practical placement, only if they take any of the following three optional units:</p> <ul style="list-style-type: none"> <li>• J/506/0249 – Introduction to creative activities for children’s development</li> <li>• Y/506/1308 – Introduction to language immersion in an early years and childcare setting</li> <li>• K/506/0292 – Introduction to balanced diets for individuals</li> </ul>
<p><b>Rules of Combination</b></p>	<p>Learners must achieve 39 credits to gain this qualification. To do this they must achieve all the mandatory units in group A, 3 credits from group B, and 20 credits from group C.</p>
<p><b>Progression</b> including Job Roles (where applicable)</p>	<p>This qualification provides a stepping stone for learners who wish to move into employment and complete either a Level 2 Diploma in Health and Social Care or a Level 2 Diploma in Child Care.</p> <p>It also provides a stepping stone to the All Wales Induction Framework for Health and Social Care and Early Years and Childcare which is a mandatory part of employment in social care and early years settings in Wales.</p>
<p><b>Recommended assessment methods</b></p>	<p>All units will be internally assessed using a range of methods which could include: written assignments or tasks* such as designing a leaflet or booklet, charts or diagrams or setting up an information board, direct observation or reflective practice.</p> <p>* NB: assessment tasks are provided for tutors’ convenience. They are not mandatory.</p>
<p><b>Additional assessment requirements</b></p>	<p>N/A</p>
<p><b>Grading system</b></p>	<p>Achieved/Not Yet Achieved</p>
<p><b>How long will it take to complete?</b></p>	<p>The Award, Certificate and Diploma can usually be completed in one year or less.</p>
<p><b>Entry requirements / recommendations</b></p>	<p>There are no formal entry requirements for this qualification but learners must be at least 14 years of age.</p>
<p><b>About this qualification</b></p>	<p>This is a regulated qualification. The regulated number for this qualification is 601/5365/9.</p>



### Unit achievement log

#### Level 1 Award in Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales)


Mandatory units – Group A

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
 A/602/6187	PT11CY001	Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare	Knowledge	1	3	26	30	
 A/506/0233	PT11CY011	Understand the principles and values in health and social care (adults and children and young people), early years and childcare	Knowledge	1	3	26	34	
 K/506/0289	PT11CY015	Awareness of safeguarding in health and social care (adults and children and young people), early years and childcare	Knowledge	1	3	24	38	
 F/506/0234	PT11CY013	Awareness of health and safety in health and social care (adults and children and young people), early years and childcare	Knowledge	1	3	25	42	



**Level 1 Certificate and Diploma in Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales)**

**Mandatory units – Group A**

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
★	A/602/6187	Intro MU 1.1	Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare	Knowledge	1	3	26	30	
★	A/506/0233	Intro MU 1.2	Understand the principles and values in health and social care (adults and children and young people), early years and childcare	Knowledge	1	3	26	34	
★	K/506/0289	Intro MU 1.4	Awareness of safeguarding in health and social care (adults and children and young people), early years and childcare	Knowledge	1	3	24	38	
★	F/506/0234	Intro MU 1.5	Awareness of health and safety in health and social care (adults and children and young people), early years and childcare	Knowledge	1	3	25	42	

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
 F/602/6191	Intro MU 1.3	Introductory awareness of inclusion and disability	Knowledge	1	2	19	46	
J/506/0235	Intro MU 1.6	Introduction to communication in health and social care (adults and children and young people), early years and childcare	Knowledge	1	2	19	49	

**Optional units – Group B**

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
 A/506/1320	Intro MU 1.7	Introduction to children and young people's development	Knowledge	1	3	26	52	
 Y/506/0238	Intro MU 1.8	Introduction to the factors affecting older people	Knowledge	1	3	30	56	

**Optional units – Group C**

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
★	K/602/6301	Intro OP 1.1	Understand the importance of engagement in leisure and social activities in health and social care	Knowledge	1	3	29	60	
★	R/506/0240	Intro OP 1.2	Introduction to a healthy lifestyle	Knowledge	1	3	26	64	
★	M/506/0262	Intro OP 1.3	Introduction to partnership working in health and social care (adults and children and young people), early years and childcare	Knowledge	1	2	20	68	
★	K/506/0261	Intro OP 1.4	Introduction to autistic spectrum condition	Knowledge	1	3	30	72	
★	A/506/0250	Intro OP 1.9	Introduction to dementia	Knowledge	1	3	30	76	
★	H/506/0257	Intro OP 1.6	Introduction to physical disability	Knowledge	1	3	30	80	
★	J/506/0252	Intro OP 1.8	Introduction to mental health	Knowledge	1	3	30	84	
★	M/506/0259	Intro OP 1.5	Introduction to learning disability	Knowledge	1	3	30	88	

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Page	Notes
★	R/506/0254	Intro OP 1.7	Introduction to sensory loss	Knowledge	1	3	30	92	
	J/506/0249	Intro OP 1.10	Introduction to creative activities for children's development*	Knowledge / Skills	1	3	17	96	
★	T/506/0246	Intro OP 1.11	Introduction to the physical care of babies and young children	Knowledge	1	3	30	99	
★	K/602/6315	Intro OP 1.12	Introduction to the development of children and young people through play	Knowledge	1	2	15	103	
	Y/506/1308	Intro OP 1.13	Introduction to language immersion in an early years and childcare setting*	Knowledge / Skills	1	2	19	106	
★	D/506/1309	Intro OP 1.14	Encourage children and young people to eat healthily	Knowledge	1	2	16	109	
★	H/602/6331	Intro OP 1.15	Exploring connections with sustainable development and global citizenship	Knowledge	1	1	10	112	
	K/506/0292	Intro OP 1.16	Introduction to balanced diets for individuals	Knowledge / Skills	1	3	22	115	

\*Learners taking units Intro OP 1.10 Introduction to creative activities for children's development and Intro OP 1.13 Introduction to language immersion in an early years and childcare setting must have access to a real work environment.

### Unit matrix

M = Mandatory

O = Optional

X = Unit is not included within qualification

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	Award	Certificate	Diploma
A/602/6187	Intro MU 1.1	Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare	1	3	26	M	M	M
A/506/0233	Intro MU 1.2	Understand the principles and values in health and social care (adults and children and young people), early years and childcare	1	3	26	M	M	M
K/506/0289	Intro MU 1.4	Awareness of safeguarding in health and social care (adults and children and young people), early years and childcare	1	3	24	M	M	M
F/506/0234	Intro MU 1.5	Awareness of health and safety in health and social care (adults and children and young people), early years and childcare	1	3	25	M	M	M
F/602/6191	Intro MU 1.3	Introductory awareness of inclusion and disability	1	2	19	X	M	M
J/506/0235	Intro MU 1.6	Introduction to communication in health and social care (adults and children and young people), early years and childcare	1	2	19	X	M	M
A/506/1320	Intro MU 1.7	Introduction to children and young people's development	1	3	26	X	O	O

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	Award	Certificate	Diploma
Y/506/0238	Intro MU 1.8	Introduction to the factors affecting older people	1	3	30	X	O	O
K/602/6301	Intro OP 1.1	Understand the importance of engagement in leisure and social activities in health and social care	1	3	29	X	O	O
R/506/0240	Intro OP 1.2	Introduction to a healthy lifestyle	1	3	26	X	O	O
M/506/0262	Intro OP 1.3	Introduction to partnership working in health and social care (adults and children and young people), early years and childcare	1	2	20	X	O	O
K/506/0261	Intro OP 1.4	Introduction to autistic spectrum condition	1	3	30	X	O	O
A/506/0250	Intro OP 1.9	Introduction to dementia	1	3	30	X	O	O
H/506/0257	Intro OP 1.6	Introduction to physical disability	1	3	30	X	O	O
J/506/0252	Intro OP 1.8	Introduction to mental health	1	3	30	X	O	O
M/506/0259	Intro OP 1.5	Introduction to learning disability	1	3	30	X	O	O
R/506/0254	Intro OP 1.7	Introduction to sensory loss	1	3	30	X	O	O

Unit No.	Unit Ref.	Unit Title	Level	Credit	GLH	Award	Certificate	Diploma
J/506/0249	Intro OP 1.10	Introduction to creative activities for children's development	1	3	17	X	O	O
T/506/0246	Intro OP 1.11	Introduction to the physical care of babies and young children	1	3	30	X	O	O
K/602/6315	Intro OP 1.12	Introduction to the development of children and young people through play	1	2	15	X	O	O
Y/506/1308	Intro OP 1.13	Introduction to language immersion in an early years and childcare setting	1	2	19	X	O	O
D/506/1309	Intro OP 1.14	Encourage children and young people to eat healthily	1	2	16	X	O	O
H/602/6331	Intro OP 1.15	Exploring connections with sustainable development and global citizenship	1	1	10	X	O	O
K/506/0292	Intro OP 1.16	Introduction to balanced diets for individuals	1	3	22	X	O	O



### Equivalent units

Unit currently in Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales) qualifications		Equivalent unit	
Unit ref.	Unit title	Unit ref.	Unit title
A/506/0233	Understand the principles and values in health and social care (adults and children and young people), early years and childcare	J/602/6189	Understand the principles and values in health and social care (adults and children and young people), early years and childcare
K/506/0289	Awareness of safeguarding in health and social care (adults and children and young people), early years and childcare	R/602/6194	Awareness of protection and safeguarding in health and social care adults and children and young people, early years and childcare
F/506/0234	Awareness of health and safety in health and social care (adults and children and young people), early years and childcare	D/602/6196	Awareness of health and safety in health and social care (adults and children and young people), early years and childcare
J/506/0235	Introduction to communication in health and social care (adults and children and young people), early years and childcare	T/602/6205	Introduction to communication in health and social care (adults and children and young people), early years and childcare
R/506/0240	Introduction to a healthy lifestyle	T/602/6303	Introduction to a healthy lifestyle
M/506/0262	Introduction to partnership working in health and social care (adults and children and young people), early years and childcare	L/602/6307	Introduction to partnership working in health and social care (adults and children and young people), early years and childcare
K/506/0261	Introduction to autistic spectrum condition	Y/602/6309	Introduction to autistic spectrum condition
A/506/0250	Introduction to dementia	D/602/6375	Introduction to dementia
H/506/0257	Introduction to physical disability	R/602/6311	Introduction to physical disability

Unit currently in Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales) qualifications		Equivalent unit	
J/506/0252	Introduction to mental health	Y/602/6374	Introduction to mental health
M/506/0259	Introduction to learning disability	L/602/6310	Introduction to learning disability
R/506/0254	Introduction to sensory loss	L/602/6372	Introduction to sensory loss
J/506/0249	Introduction to creative activities for children's development	H/602/6376	Introduction to creative activities for children's development
T/506/0246	Introduction to the physical care of babies and young children	H/602/6314	Introduction to the physical care of babies and young children
Y/506/1308	Introduction to language immersion in an early years and childcare setting	T/602/6317	Introduction to language immersion in an early years and childcare setting
D/506/1309	Encourage children and young people to eat healthily	H/602/6328	Encourage children and young people to eat healthily

## Section 3: Units

This section includes assessment tasks for tutors' convenience. They are not mandatory and can be adapted to suit the learners' needs if required.

### **Terminology relating to Autism in this document**

Autism is described by The National Autistic Society as a complex, lifelong developmental disability that typically appears during early childhood and can impact a person's social skills, communication, relationships, and self-regulation. Individual preference regarding terminology used for individuals with autism may vary and must be valued and respected.

Our qualifications and associated materials are reviewed regularly to ensure that they remain fit for purpose, however terms may be changed. The National Autistic Society provides a useful source for accurate terms and reference and can be found here: <https://www.autism.org.uk>

## Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. Skills for Health, NCFE).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.  1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge-only learning outcomes.

\* *Additional information*, *Unit assessment guidance* and *Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

Explanation of terms used at Level 1:

Not all verbs are used in this qualification

<b>Define</b>	Give the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject.
<b>Describe</b>	Provide details about the subject or item.
<b>Explain</b>	Provide details about the subject with reasons showing how or why.
<b>Give (examples of...)</b>	Provide relevant examples to support the subject.
<b>Identify</b>	List or name the main points.
<b>Indicate</b>	Point out or show using words, illustrations or diagrams.
<b>Locate</b>	Find or identify.
<b>List</b>	Make a list of words, sentences or comments.
<b>Outline</b>	Identify or describe the main points.
<b>Plan</b>	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
<b>Show</b>	Give information that includes clear knowledge about the subject.
<b>State</b>	Give the main points in brief, clear sentences.
<b>Use</b>	Take an item, resource or piece of information and link to the question or task.

**Intro MU 1.1: Understand the range of service provision and roles with health and social care (adults and children and young people), early years and childcare**



<b>Unit reference</b>	A/602/6187	<b>Unit level</b>	1
<b>Credit value</b>	3	<b>GLH</b>	26
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of the range of services and roles within health and social care (adults and children and young people), early years and childcare.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the range of service provision available in health and social care (adults and children and young people), early years and childcare.	1.1. Identify the range of service provision for health and social care (adults and children and young people), early years and childcare in own local area.		
	1.2. Outline the purpose of provision offered by different types of service.		
	1.3. Give examples of who would access different types of service provision.		
	1.4. Outline the difference between statutory, and independent service provision.		
	1.5. Outline how informal care contributes to service provision.		
2. Know the range and scope of roles within the health and social care (adults and children and young people), early years and childcare.	2.1. Identify the range of job roles within different types of service.		
	2.2. Identify the knowledge and skills required to work in a job role in the sector.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	2.3. Outline a range of progression routes for a worker within the sector.		

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p><b>Assessor sign off of completed unit:</b> Intro MU 1.1 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	<p><b>Different types of service</b> could include:</p> <ul style="list-style-type: none"> <li>• community based services for adults</li> <li>• community based services for children and young people</li> <li>• domiciliary services for adults</li> <li>• domiciliary services for children and young people</li> <li>• day services for adults</li> <li>• residential services for adults</li> <li>• residential services for children and young people</li> <li>• early years</li> <li>• children’s care learning and development</li> <li>• tele-care</li> <li>• extra care</li> <li>• supported housing</li> <li>• supported employment</li> <li>• self-directed support</li> <li>• acute hospital services</li> <li>• community hospitals</li> <li>• general practitioner services pharmacy in hospitals and community</li> <li>• substance misuse services</li> <li>• complementary healthcare.</li> </ul> <p><b>Independent</b> means:</p> <ul style="list-style-type: none"> <li>• voluntary, not for profit or third sector</li> <li>• private provision.</li> </ul> <p><b>Informal care</b> could include that provided by:</p> <ul style="list-style-type: none"> <li>• friends</li> <li>• family</li> <li>• neighbours</li> <li>• community groups.</li> </ul>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	This unit must be assessed in line with the Skills for Care and Development assessment principles.



**Assessment task – Intro MU 1.1: Understand the range of service provision and roles with health and social care (adults and children and young people), early years and childcare**

**Task 1** links to learning outcome 1, assessment criteria 1.4, 1.1, 1.2, 1.3 and 1.5.

- Outline the difference between statutory and independent service provision.
- Find out the different types of service provision in your own local area and then complete the chart below. (Add further rows as needed.)

Service provision for adults	Service provision for children (early years and childcare)	Service provision for young people

- Outline the purpose of provision offered by different types of service.
- Give examples of who would access different types of service provision.
- Outline how informal care contributes to service provision.

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

- List a range of job roles within different types of service.
- List different knowledge and skills required to work in a particular job role in the sector.

Complete the table below to show different progression routes for a worker within the sector:

Types of service provision	Range of job roles within this service provision	Opportunities for further study	Opportunities for promotion
Adult health and social care			
Children’s health and social care (early years and childcare)			
Young people’s health and social care			

**Intro MU 1.2: Understand the principles and values in health and social care (adults and children and young people), early years and childcare**



<b>Unit reference</b>	A/506/0233	<b>Unit level</b>	1
<b>Credit value</b>	3	<b>GLH</b>	26
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of the principles and values in health and social care (adults and children and young people), early years and childcare.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare.	1.1. Identify the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare.		
	1.2. Identify guidance and standards that underpin the principles and values.		
	1.3. Outline why workers in health and social care (adults and children and young people), early years and childcare, need to work to these values at all times.		
	1.4. Give examples where a worker's principles and values may conflict with those in health and social care (adults and children and young people), early years and childcare.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Explain what is meant by confidentiality in health and social care (adults and children and young people), early years and childcare.		
2. Know ways to respect and value those who access services in health and social care (adults and children and young people), early years and childcare.	2.1. Describe why those who access services should be valued as individuals.		
	2.2. Give examples of ways to value adults who access services.		
	2.3. Give examples of ways to value children and young people who access services.		
	2.4. Outline what is meant by person-centred practice or child centred practice.		
	2.5. Outline how individuals are respected and valued by maintaining confidentiality.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit:** Intro MU 1.2

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

Assessor name:

Signature:

Date:

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

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

Unit assessment guidance – provided by the sector

This unit must be assessed in line with the Skills for Care and Development assessment principles.

**Assessment task – Intro MU 1.2: Understand the principles and values in health and social care (adults and children and young people), early years and childcare**

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.5.

- List the principles and values that underpin work in the health and social care and early years and childcare sectors.
- List the guidance and standards that underpin the principles and values.
- Outline why it is important to work to these values at all times when working in these sectors.
- Find out what is meant by ‘confidentiality’ in these sectors.

**Task 2** links to learning outcome 1, assessment criterion 1.4.

- Give examples of where a worker’s principles and values may conflict with those in health and social care or early years and childcare.

**Task 3** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

Health and social care and early years and childcare provision must be carefully planned to meet the needs of individuals using the services available.

- Give reasons why a person accessing services should be valued as an individual.
- Give examples of ways to value adults who access services.
- Give examples of ways to value children and young people who access services.
- Find out what is meant by: person-centred practice or child centred practice.
- Give examples of how individuals can be respected and valued by maintaining confidentiality.

**Intro MU 1.4: Awareness of safeguarding in health and social care (adults and children and young people), early years and childcare**



<b>Unit reference</b>	K/506/0289	<b>Unit level</b>	1
<b>Credit value</b>	3	<b>GLH</b>	24
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of safeguarding in health and social care (adults and children and young people), early years and child care.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand safeguarding in health and social care (adults and children and young people), early years and childcare.	1.1. Define 'safeguarding of adults at risk'.		
	1.2. Define 'safeguarding children'.		
	1.3. Identify the policies and procedures that organisations must have to safeguard adults and children.		
	1.4. Outline the responsibility of self and others for safeguarding of adults and children.		
	1.5. Explain the term 'harm, abuse and neglect' in the context of: <ul style="list-style-type: none"> <li>• safeguarding adults</li> <li>• safeguarding children.</li> </ul>		
	1.6. Give examples of the indicators of harm, abuse and neglect.		
	1.7. Identify what actions should be taken if there are concerns about harm, abuse and neglect.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.8. Describe the boundaries of confidentiality and when to share information.		
	1.9. Identify <b>sources of support and information</b> in relation to safeguarding.		

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

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit:** Intro MU 1.4  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development assessment principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	<b>Sources of support and information</b> relates to the person disclosing and the person receiving and reporting.



**Assessment task – Intro MU 1.4: Awareness of safeguarding in health and social care (adults and children and young people), early years and childcare**

As a worker in the health and social care or early years and childcare sectors, you have a responsibility to safeguard those who use the services provided.

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.5.

- Find out what is meant by ‘safeguarding of adults at risk’.
- Find out what is meant by ‘safeguarding children’.
- Find out what is meant by ‘harm, abuse and neglect’ in relation to:
  - safeguarding adults
  - safeguarding children and young people.

**Task 2** links to learning outcome 1, assessment criterion 1.3.

Give examples of policies and procedures that an organisation may follow to safeguard adults, children and young people.

**Task 3** links to learning outcome 1, assessment criteria 1.4, 1.7 and 1.8.

- Outline the responsibility of self and others for safeguarding of adults and children.
- Identify what actions should be taken if there are concerns about harm, abuse and neglect.
- Describe the boundaries of confidentiality and when information may be shared.

**Task 4** links to learning outcome 1, assessment criterion 1.6.

- Give examples of the indicators of harm, abuse and neglect.

**Task 5** links to learning outcome 1, assessment criterion 1.9.

- List sources of support and information available in relation to safeguarding adults, children and young people.

**Intro MU 1.5: Awareness of health and safety in health and social care (adults and children and young people), early years and childcare**



<b>Unit reference</b>	F/506/0234	<b>Unit level</b>	1
<b>Credit value</b>	3	<b>GLH</b>	25
<b>Unit aim</b>	The purpose of this unit is to assess the learner's awareness of health and safety in health and social care (adults and children and young people), early years and childcare.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know responsibilities of workers and employers for health and safety in a health and social care (adults and children and young people), early years and childcare setting.	1.1. Outline employers' health and safety responsibilities for: <ul style="list-style-type: none"> <li>• security</li> <li>• moving and positioning individuals</li> <li>• moving and handling equipment and objects</li> <li>• responding to incidents</li> <li>• training.</li> </ul>		
	1.2. Outline workers' health and safety responsibilities for: <ul style="list-style-type: none"> <li>• security</li> <li>• moving and positioning individuals</li> <li>• moving and handling equipment and objects</li> <li>• responding to incidents.</li> </ul>		
2. Understand the purpose of risk assessments in health	2.1. Outline the purpose of risk assessments.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
and social care (adults and children and young people), early years and childcare settings.	2.2. Outline the components of a risk assessment.		
	2.3. Outline how risk assessments can support a <b>person-centred or a child centred approach</b> .		
	2.4. Identify when a risk assessment is necessary.		
3. Know what contributes to the reduction of the spread of infection in health and social care (adults and children and young people), early years and childcare settings.	3.1. Describe how infection is spread.		
	3.2. Identify methods that reduce the spread of infection.		
	3.3. Describe the <b>standard</b> method of washing hands.		
	3.4. Identify when <b>personal protective equipment</b> should be used.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit:** Intro MU 1.5

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development assessment principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	<p><b>Person-centred or a child-centred approach:</b> This is a way of working which aims to put the person or child at the centre of the care situation taking into account their individuality, wishes and preferences.</p> <p><b>Standard:</b> Refer to current NICE guidelines.</p> <p><b>Personal protective equipment:</b> refers to any protective equipment or clothing that an employer must provide where risks have been identified. This may include:</p> <ul style="list-style-type: none"> <li>• gloves</li> <li>• apron</li> <li>• masks</li> <li>• hair nets.</li> </ul>

**Assessment task – Intro MU 1.5: Awareness of health and safety in health and social care (adults and children and young people), early years and childcare**

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

- Complete the chart below to outline the health and safety responsibilities of:
  - an employer
  - a worker

Aspect of health and safety	Responsibility of employer	Responsibility of worker
Security		
Moving and positioning individuals		
Moving and handling equipment and objects		
Responding to incidents		

- Make brief notes to outline the employers' health and safety responsibilities for training.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.4 and 2.3.

Produce a factsheet to:

- Outline the purpose of risk assessments.
- Outline the parts of a risk assessment.
- Identify when a risk assessment is necessary.
- Outline how risk assessments can support a person-centred or a child centred approach.

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

- Describe how infection is spread.
- Give examples of different methods that can be used to reduce the spread of infection.
- Describe the standard method of washing hands.
- Give examples of when personal protective equipment should be used.

**Intro MU 1.3: Introductory awareness of inclusion and disability**



<b>Unit reference</b>	F/602/6191	<b>Unit level</b>	1
<b>Credit value</b>	2	<b>GLH</b>	19
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of inclusion and disability.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the importance of inclusion within health and social care (adults and children and young people), early years and childcare.	1.1. Define the term 'inclusion'.		
	1.2. Outline how inclusion underpins the principles and values of health and social care (adults and children and young people), early years and childcare.		
2. Know the factors that promote inclusion of disabled children, young people and adults.	2.1. Define the term 'disability'.		
	2.2. Identify barriers in a local environment that may prevent inclusion.		
	2.3. Suggest how barriers to inclusion may be overcome.		
	2.4. Describe behaviours that would promote inclusion.		

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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**Assessor sign off of completed unit:** Intro MU 1.3

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

Assessor name:

Signature:

Date:

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

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

Unit assessment guidance – provided by the sector

This unit must be assessed in line with the Skills for Care and Development assessment principles.

### **Assessment task – Intro MU 1.3: Introductory awareness of inclusion and disability**

**Task 1** links to learning outcomes 1 and 2, assessment criteria 1.1 and 2.1.

Produce a factsheet to:

- Find out what is meant by the term 'inclusion'.
- Find out what is meant by the term 'disability'.

**Task 2** links to learning outcome 1, assessment criterion 1.2.

- Outline how inclusion underpins the principles and values in health and social care and early years and childcare.

**Task 3** links to learning outcome 2, assessment criteria 2.2, 2.3 and 2.4.

Choose a local health and social care provision.

- Give examples of the services it provides.
- Identify any barriers to inclusion in your local health and social care provision and suggest how they may be overcome.
- Give examples of different behaviours that promote inclusion within the local health and social care provision.



**Intro MU 1.6: Introduction to communication in health and social care (adults and children and young people), early years and childcare**



<b>Unit reference</b>	J/506/0235	<b>Unit level</b>	1
<b>Credit value</b>	2	<b>GLH</b>	19
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of communication in health and social care (adults and children and young people), early years and childcare.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know different methods of communication.	1.1. Identify a range of communication methods.		
2. Understand how to communicate with individuals.	2.1. Outline how to identify an <b>individual's</b> communication and language needs, wishes and preferences.		
	2.2. Identify a range of <b>barriers</b> to communication.		
	2.3. Identify factors that promote communication and overcome barriers.		
	2.4. Outline what is meant by active listening.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit:** Intro MU 1.6

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Additional unit assessment requirements it

This unit must be assessed in line with the Skills for Care and Development assessment principles.

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

Guidance for developing unit assessment arrangements

**Individuals:** any child, young person or adult.

**Barriers** could include:

- environmental
- language
- physical
- cultural
- social
- emotional
- psychological.

**Assessment task – Intro MU 1.6: Introduction to communication in health and social care (adults and children and young people), early years and childcare**

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

- Give examples of different ways that people communicate.

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

- Explain how to identify an individual's communication and language needs, wishes and preferences.

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

- Give examples of different barriers to communication.
- Give examples of factors that promote communication and overcome barriers to communication.

**Task 4** links to learning outcome 2, assessment criterion 2.4.

- Outline what is meant by active listening.

**Intro MU 1.7: Introduction to children and young people's development**



<b>Unit reference</b>	A/506/1320	<b>Unit level</b>	1
<b>Credit value</b>	3	<b>GLH</b>	26
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of children and young people's development.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the stages of children and young people's development.	1.1. Outline the expected pattern of development for children and young people from birth to 19 years to include: <ul style="list-style-type: none"> <li>• physical development</li> <li>• communication</li> <li>• cognitive development</li> <li>• social, emotional and behavioural development.</li> </ul>		
2. Know factors that affect children and young people's development.	2.1. Identify factors that affect children and young people's development to include: <ul style="list-style-type: none"> <li>• <b>background</b></li> <li>• health</li> <li>• environment.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Know how to support children and young people's development.	3.1. Outline ways to support children and young people's development in relation to: <ul style="list-style-type: none"> <li>• physical development</li> <li>• communication</li> <li>• intellectual development</li> <li>• social, emotional and behavioural development.</li> </ul>		

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

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit:** Intro MU 1.7  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development assessment principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements –	<b>Background</b> could include: <ul style="list-style-type: none"><li>• personal history</li><li>• culture and religion</li><li>• language preference</li><li>• family relationships.</li></ul>

### **Assessment task – Intro MU 1.7: Introduction to children and young people’s development**

It is important to recognise the expected pattern of development for children and young people if employed in this sector.

**Task 1** links to learning outcomes 1 and 3, assessment criteria 1.1 and 3.1.

- Outline the stages of development for children and young people from birth to 19 years to include:
  - physical development
  - communication development
  - intellectual/cognitive development
  - social, emotional and behavioural development.
- Give examples of different ways to support children and young people’s development from birth to 19 years in relation to:
  - physical development
  - communication development
  - intellectual/cognitive development
  - social, emotional and behavioural development.

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

- Give examples of factors that affect children and young people’s development in relation to:
  - background
  - health
  - environment.

**Intro MU 1.8: Introduction to factors affecting older people**



<b>Unit reference</b>	Y/506/0238	<b>Unit level</b>	1
<b>Credit value</b>	3	<b>GLH</b>	30
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of factors affecting older people.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the impact of the ageing process on <b>older people</b> .	1.1. Outline changes that may come with ageing to include: <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• cognitive</li> <li>• environmental</li> <li>• financial/economic.</li> </ul>		
	1.2. Identify the impact of changes associated with ageing on older people.		
2. Understand attitudes of society towards older people.	2.1. Identify how society discriminates against older people.		
	2.2. Outline how society's attitudes impact on older people.		
	2.3. Describe how to challenge negative attitudes towards older people.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Know the importance of independence for older people.	3.1. Identify why independence is important for older people.		
	3.2. Outline how older people are supported to maintain independence.		
	3.3. Identify how older people can be in control of the support they access to meet their care needs.		

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

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit:** Intro MU 1.8  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development assessment principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	<b>Older people</b> is defined as people over 50.

### **Assessment task – Intro MU 1.8: Introduction to factors affecting older people**

It is important to understand the needs of older people when working in the health and social care sector.

**Task 1, part 1** links to learning outcome 1, assessment criterion 1.1.

- Produce a booklet that outlines changes that may come with ageing to include:
  - physical
  - emotional
  - social
  - cognitive
  - environmental
  - financial / economic.

**Task 1, part 2** links to learning outcomes 1 and 3, assessment criteria 1.2 and 3.1.

- Identify the impact of changes associated with ageing on older people.
- Identify why independence is important for older people.

**Task 1, part 3** links to learning outcome 3, assessment criterion 3.2.

- Outline how older people are supported to maintain independence.

**Task 2** links to learning outcome 3, assessment criterion 3.3.

The care individuals receive should be provided in partnership with them.

Write a paragraph to:

- Give examples of how older people can be in control of the support they access to meet their care needs.

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

- Identify how society discriminates against older people.
- Give examples of how society's attitudes can impact on older people.

**Task 4** links to learning outcome 2, assessment criterion 2.3.

- Describe how to challenge negative attitudes towards older people.

**Intro OP 1.1: Understand the importance of engagement in leisure and social activities in health and social care**



<b>Unit reference</b>	K/602/6301	<b>Unit level</b>	1
<b>Credit value</b>	3	<b>GLH</b>	29
<b>Unit aim</b>	This unit introduces the main stages and patterns of growth across the human lifespan. Learners will explore factors and events in individuals' lives which may affect their growth and development.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand why leisure and social activities are important for an individual's well-being and relationships.	1.1. Outline why leisure and social activities are important for an individual's well-being.		
	1.2. Outline how leisure and social activities support relationships.		
2. Know a range of leisure and social activities.	2.1. Identify a range of leisure and social activities that take place within: <ul style="list-style-type: none"> <li>• a local community</li> <li>• a person's own home</li> <li>• a residential or group living home</li> <li>• day care provision.</li> </ul>		
3. Understand how a person-centred approach supports individuals in leisure or social activities.	3.1. Describe how to find out about the interests and preferences of individuals.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Outline the benefits for individuals of a person-centred approach when taking part in leisure or social activities.		
	3.3. Describe different types of support that individuals may need to take part in leisure and social activities within: <ul style="list-style-type: none"> <li>• the community</li> <li>• their own home</li> <li>• a residential home or group living arrangement.</li> </ul>		
	3.4. Give examples of how to promote independence through leisure and social activities.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit:** Intro OP 1.1

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

Assessor name:

Signature:

Date:

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

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

Guidance for developing unit assessment arrangements

**Individuals:** any child, young person or adult.

**Well-being:**

- emotional
- psychological
- physical

**Person-centred approach:**

This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes, preferences and safety.

**Support relationships** could include:

developing new relationships, maintaining existing relationships.

Unit assessment guidance – provided by the sector

This unit must be assessed in line with the Skills for Care and Development assessment principles.

**Assessment task – Intro OP 1.1: Understand the importance of engagement in leisure and social activities in health and social care**

**Task 1** links to learning outcomes 2 and 1, assessment criteria 2.1, 1.1 and 1.2

Find out about leisure and social activities and use a chart or table to:

- List a range of leisure and social activities that take place within:
  - a local community
  - a person's own home
  - a residential or group living home
  - day care provision.

On your chart or table include a paragraph that explains:

- why leisure and social activities are important for an individual's well-being
- how leisure and social activities support relationships.

**Task 2** links to learning outcome 2, assessment criteria 3.1, 3.3, 3.2 and 3.4.

Working in this sector will mean that you have to find out about the interests and preferences of individuals.

- Make notes to show how you would find out about the interests and preferences of an individual.
- List ways that individuals can be supported to take part in leisure and social activities in:
  - their community
  - their own home
  - a residential home or group living arrangement.
- Find out what is meant by the term 'person-centred approach'. Explain how a 'person-centred approach' can support a person when taking part in leisure or social activities.
- Give examples of how to support an individual to become more independent through leisure and social activities.

**Intro OP 1.2: Introduction to a healthy lifestyle**



<b>Unit reference</b>	R/506/0240	<b>Unit level</b>	1
<b>Credit value</b>	3	<b>GLH</b>	26
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of developing and maintaining a healthy lifestyle.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know what contributes to a healthy lifestyle.	1.1. Outline <b>factors</b> that contribute to a healthy lifestyle.		
	1.2. Outline <b>benefits</b> of living a healthy lifestyle.		
2. Know what contributes to an unhealthy lifestyle.	2.1. Describe activities and <b>choices that hinder a healthy lifestyle.</b>		
	2.2. Outline how activities and choices can have a negative effect on personal <b>well-being.</b>		
3. Know how activities contribute to a healthy lifestyle.	3.1. List activities in the local area that support a healthy lifestyle.		
	3.2. Identify the benefits of a range of activities on personal well-being as a result of taking part in activities.		
4. Know how to develop a personal healthy lifestyle plan.	4.1. Identify positive and negative aspects of own lifestyle.		
	4.2. Produce an action plan to improve own health and well-being.		



**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Intro OP 1.2**

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development assessment principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	<p><b>Factors</b> could include: diet and nutrition, exercise, environmental, work-life balance, safe sex, social activities, recreational activities.</p> <p><b>Benefits</b> could include: physiological benefits to exercise, emotional and psychological benefits, heart health, anti-aging, a healthy weight, increased energy, improvements in daily living.</p> <p><b>Well-being</b> can be: emotional, psychological, physical.</p> <p><b>Choices that hinder a healthy lifestyle</b> could include: poor diet and nutrition, smoking, substance misuse, alcohol misuse, inactivity, anti-social behaviour, truancy, unsafe sex.</p>

### **Assessment task – Intro OP 1.2: Introduction to a healthy lifestyle**

**Task 1** links to learning outcomes 1, 2, 3 and 4, assessment criteria 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1 and 4.2.

Produce a booklet that can be used to promote a healthy lifestyle.

- Give some factors that support a healthy lifestyle.
- Give some benefits of living a healthy lifestyle.
- Describe activities and choices that could prevent a healthy lifestyle.
- Give some examples of how activities and choices can have a negative effect on personal well-being.
- List activities in the local area that support a healthy lifestyle.
- Give examples of how taking part in a range of activities can help a person's well-being.
- Identify positive and negative aspects of own lifestyle and how you may change these in future to improve your own health and well-being.

**Intro OP 1.3: Introduction to partnership working in health and social care (adults and children and young people), early years and childcare**



<b>Unit reference</b>	M/506/0262	<b>Unit level</b>	1
<b>Credit value</b>	2	<b>GLH</b>	20
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of partnership working in health and social care (adults and children and young people), early years and childcare.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand partnership working in health and social care (adults and children and young people), early years and childcare.	1.1. Identify features of successful partnerships.		
	1.2. Outline what partnership working means in health and social care.		
	1.3. Identify a range of partners to include: <ul style="list-style-type: none"> <li>• professionals / workers</li> <li>• families / carers</li> <li>• <b>communities</b></li> <li>• <b>individuals.</b></li> </ul>		
	1.4. Describe benefits of partnership working for: <ul style="list-style-type: none"> <li>• individuals</li> <li>• families / carers.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Give examples of ways of working in partnership with: <ul style="list-style-type: none"> <li>• professionals / workers</li> <li>• families / carers</li> <li>• communities</li> <li>• individuals.</li> </ul>		
	1.6. Outline the meaning of confidentiality in the context of partnership working.		

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

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit:** Intro OP 1.3  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development assessment principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	<b>Individuals:</b> any child, young person or adult. <b>Communities</b> could include: groups, neighbours, voluntary and community groups, charities.

**Assessment task – Intro OP 1.3: Introduction to partnership working in health and social care  
(adults and children and young people), early years and childcare**

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

- Find out what partnership working means in health and social care.
- Give reasons why partnerships may be successful in health and social care.

**Task 2** links to learning outcome 1, assessment criteria 1.3, 1.5, 1.3, 1.4, 1.5 and 1.6.

Make a list to:

- Give examples of partners in health and social care to include:
  - professionals / workers
  - families / carers
  - communities
  - individuals.

Write a paragraph to:

- Describe benefits of partnership working for:
  - individuals
  - families / carers.
- Give examples of ways of working in partnership with:
  - professionals / workers
  - families / carers
  - communities
  - individuals.

Find out what is meant by the term confidentiality when working in partnership.

**Intro OP 1.4: Introduction to autistic spectrum condition**



<b>Unit reference</b>	K/506/0261	<b>Unit level</b>	1
<b>Credit value</b>	3	<b>GLH</b>	30
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of autistic spectrum condition.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the importance of a person-centred approach when working with individuals with an autistic spectrum condition.	1.1. Outline why it is important to value an <b>individual</b> with an autistic spectrum condition as a person first.		
	1.2. Give examples of how to use a <b>person-centred approach</b> when working with individuals with an autistic spectrum condition.		
2. Understand the concept of autistic spectrum condition.	2.1. Outline what is meant by the term 'autistic spectrum condition'.		
	2.2. Give examples of behavioural characteristics associated with autistic spectrum condition.		
	2.3. Outline sensory difficulties which may be experienced by individuals with an autistic spectrum condition.		
	2.4. Outline why preparation, planning and routines are important to individuals with an autistic spectrum condition.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Understand the importance of effective communication for individuals with an autistic spectrum condition.	3.1. Identify the impact of effective communication to the lives of individuals with an autistic spectrum condition.		
	3.2. Give examples of different methods of communication that can be used where individuals have difficulty with spoken language.		
	3.3. Outline the use of <b>visual communication</b> systems for individuals with an autistic spectrum condition.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit:** Intro OP 1.4

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Additional unit assessment requirements

This unit must be assessed in line with the Skills for Care and Development assessment principles.

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

Guidance for developing unit assessment arrangements

**Person-centred approach:** This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.

**Individual:** any child, young person or adult

**Visual communication** could include:

- picture exchange communication system
- sign language
- interactive communication boards
- communication cue cards
- conversation books
- voice output communication aids.

### **Assessment task – Intro OP 1.4: Introduction to autistic spectrum condition**

**Task 1** links to learning outcomes 1, 2 and 3, assessment criteria 2.1, 2.2, 1.1, 1.2, 2.2, 2.3, 2.4, 3.1, 3.2 and 3.3.

- Find out what is meant by autistic spectrum condition.
- Give examples of how a person with autistic spectrum condition may behave.
- Give reasons why it is important to value a person with an autistic spectrum condition.
- Give examples of how to provide a person-centred approach when working with individuals with an authentic spectrum condition in day to day activities.
- Find out what sensory difficulties are.
- Describe how sensory difficulties may affect a person with autistic spectrum condition.
- Outline the importance of preparation, planning and routines for individuals with an autistic spectrum condition.
- Identify how effective communication can affect the life of a person who has an autistic spectrum condition.
- Give examples of different ways of communicating with a person who has difficulty with spoken language.
- Find out what is meant by visual communication systems.
- Explain how visual communication systems can then be used to support an individual who has an autistic spectrum condition.

**Intro OP 1.9: Introduction to dementia**



<b>Unit reference</b>	A/506/0250	<b>Unit level</b>	1
<b>Credit value</b>	3	<b>GLH</b>	30
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of dementia.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the importance of a <b>person-centred approach</b> when working with individuals with dementia.	1.1. Outline why it is important to value an individual with dementia as a person first.		
	1.2. Give examples of how to use a person-centred approach when working with individuals with dementia.		
2. Know the main causes and effects of dementia.	2.1. Outline what is meant by the term 'dementia'.		
	2.2. Outline the causes of dementia.		
	2.3. Outline the effects of dementia on individuals, families and carers.		
3. Understand the importance of effective communication for individuals with dementia.	3.1. Identify the impact of effective communication on the lives of individuals with dementia.		
	3.2. Outline how memory loss affects the use of spoken language in an individual with dementia.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Give examples of techniques that can be used to facilitate communication with an individual with dementia.		

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

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit:** Intro OP 1.9  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development assessment principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	<b>Person-centred approach:</b> This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.

### **Assessment task – Intro OP 1.9: Introduction to dementia**

**Task 1** links to learning outcomes 2, 1 and 3, assessment criteria 2.1, 2.2, 2.3, 1.1, 1.2, 3.1, 3.2 and 3.3)

Produce a booklet that other learners can use to give them some knowledge and understanding.

- Find out what is meant by 'dementia'.
- Find out about the causes of dementia.
- Explain how dementia can affect:
  - an individual,
  - their family
  - their carer.
- Write about why it is important to value an individual with dementia.
- Give examples of how to use a person-centred approach when working with an individual who has dementia.
- Explain how effective communication can affect the life of a person who has dementia.
- Find out what is meant by 'memory loss'.
- Explain how memory loss affects the use of spoken language in an individual with dementia.
- Give examples of different ways of communicating with a person who has dementia.

**Intro OP 1.6: Introduction to physical disability**



<b>Unit reference</b>	H/506/0257	<b>Unit level</b>	1
<b>Credit value</b>	3	<b>GLH</b>	30
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of physical disability.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the importance of a person-centred approach when working with individuals with a physical disability.	1.1. Outline why it is important to value an <b>individual</b> with a <b>physical disability</b> as a person first.		
	1.2. Give examples of how to use a <b>person-centred approach</b> when working with individuals with a physical disability.		
	1.3. Identify how individuals with a physical disability can be in control of the support they access to meet their care needs.		
	1.4. Outline the importance of promoting the independence of individuals with physical disability.		
	1.5. Give examples of ways to promote the inclusion of individuals with physical disability in society.		
2. Know the main causes of physical disability.	2.1. Give examples of causes of physical disability.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
3. Know factors that have an impact on the lives of individuals with physical disabilities.	3.1. Identify <b>factors</b> that have a disabling effect on an individual.		
	3.2. Identify factors that have an enabling effect on an individual.		
	3.3. Give examples of how to challenge discriminatory attitudes.		

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

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit:** Intro OP 1.6  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development assessment principles
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	<p><b>Person-centred approach:</b> This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.</p> <p><b>Individuals:</b> any child, young person or adult.</p> <p><b>Physical disability</b> includes:</p> <ul style="list-style-type: none"> <li>• congenital disability</li> <li>• progressive disability</li> <li>• acquired disability.</li> </ul> <p><b>Factors</b> could include:</p> <ul style="list-style-type: none"> <li>• environment</li> <li>• attitudes and beliefs</li> <li>• culture.</li> </ul>

### **Assessment task – Intro OP 1.6: Introduction to physical disability**

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

Find out about physical disability and:

- give reasons why it is important to value a person with a physical disability
- explain how a person with a physical disability can be helped to make their own decision to support their care needs
- outline the importance of supporting an individual with a physical disability to become independent.

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

Make notes that:

- give examples of causes of physical disability.
- identify factors that have a disabling effect on an individual.

**Task 3** links to learning outcomes 1 and 3, assessment criteria 1.2, 1.5, 3.2 and 3.3.

Inclusive practice values and respects individuals.

Produce a piece of written work to:

- give examples of how to use a person-centred approach when working with individuals with a physical disability in their day to day activities.
- give examples of how to promote the inclusion of individuals with physical disability in society.
- identify factors that have an enabling effect on an individual.
- give examples of how to challenge discriminatory attitudes.

**Intro OP 1.8: Introduction to mental health**



<b>Unit reference</b>	J/506/0252	<b>Unit level</b>	1
<b>Credit value</b>	3	<b>GLH</b>	30
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of mental health.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the importance of a person-centred approach when working with individuals with mental health problems.	1.1. Outline why it is important to value an <b>individual</b> with mental health problems as a person first.		
	1.2. Give examples of how to use a <b>person-centred approach</b> when working with individuals with mental health problems.		
2. Know the main factors that can cause mental health problems.	2.1. Outline <b>factors that affect mental health</b> .		
	2.2. Give examples of a range of mental health problems.		
3. Understand the importance of effective communication with individuals who have mental health problems.	3.1. Identify the impact of effective communication on the lives of individuals with mental health problems.		
	3.2. Outline why it is important to use active listening skills with individuals who have mental health problems.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: Intro OP 1.8**

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

Assessor name:

Signature:

Date:

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

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	<p><b>Person-centred approach:</b> This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.</p> <p><b>Individuals:</b> any child, young person or adult.</p> <p><b>Factors that affect mental health</b> may include:</p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• social</li> <li>• psychological</li> <li>• biochemical</li> <li>• genetic</li> <li>• physical.</li> </ul>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	This unit must be assessed in line with the Skills for Care and Development assessment principles.

### **Assessment task – Intro OP 1.8: Introduction to mental health**

**Task 1** links to learning outcomes 1, 2 and 3, assessment criteria 1.1, 2.1, 2.2, 3.1, 3.2 and 1.2.

- Find out about what is meant by the term 'mental health'.
- Give reasons why it is important to value a person with mental health problems.
- List factors that can affect mental health.
- Give examples of different mental health problems.
- Find out what is meant by the term 'effective communication'.
- Write about how effective communication can affect the lives of individuals with mental health problems.
- Find out what is meant by the term 'listening'.
- Write about why it is important to use active listening skills with individuals who have mental health problems.
- Write about why it is important to value individuals with mental health problems.
- Find out about what is meant by the term 'a person-centred approach'.
- Give examples of how to use a person-centred approach when working with individuals with mental health problems.

**Intro OP 1.5: Introduction to learning disability**



<b>Unit reference</b>	M/506/0259	<b>Unit level</b>	1
<b>Credit value</b>	3	<b>GLH</b>	30
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of learning disability.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the importance of a person-centred approach when working with individuals with a learning disability.	1.1. Outline why it is important to value an <b>individual</b> with a learning disability as a person first.		
	1.2. Give examples of how to use a <b>person-centred approach</b> when working with individuals with a learning disability.		
2. Know the main causes of learning disability.	2.1. Outline what is meant by the term 'learning disability'.		
	2.2. Give examples of causes of learning disability.		
3. Understand the importance of effective communication for individuals with a learning disability.	3.1. Identify the impact of effective communication on the lives of individuals with a learning disability.		
	3.2. Outline why it is important to use language that is appropriate for age and ability when communicating with individuals with a learning disability.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Give examples of different methods of communication that can be used where individuals have difficulty with spoken language.		

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

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit:** Intro OP 1.5  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development assessment principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	<p><b>Person-centred approach:</b> This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.</p> <p><b>Individuals:</b> any child, young person or adult.</p>

### **Assessment task – Intro OP 1.5: Introduction to learning disability**

**Task 1** links to learning outcomes 2, 3 and 1, assessment criteria 2.1, 2.2, 3.1, 3.2, 3.3, 1.1 and 1.2.

- Find out what is meant by the term 'learning disability'.
- Give examples of what could cause learning disability.
- Write about how communication can support individuals with a learning disability.
- State why it is important to use language that individuals with a learning disability can understand.
- Find out about different methods of communication.
- Give examples of different methods of communication that can be used where individuals have difficulty with spoken language.
- Write about why it is important to value individuals with a learning disability.
- Find out what is meant by the term 'person-centred approach'.
- Give examples of how to use a person-centred approach when working with individuals with a learning disability.

**Intro OP 1.7: Introduction to sensory loss**



<b>Unit reference</b>	R/506/0254	<b>Unit level</b>	1
<b>Credit value</b>	3	<b>GLH</b>	30
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of sensory loss.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the importance of a person-centred approach when working with individuals with sensory loss.	1.1. Outline why it is important to value an <b>individual</b> with sensory loss as a person first.		
	1.2. Give examples of how to use a <b>person-centred approach</b> when working with individuals with <b>sensory loss</b> .		
2. Know the main causes of sensory loss.	2.1. Outline the main causes of sensory loss.		
3. Understand the importance of effective communication for individuals with sensory loss.	3.1. Outline <b>factors</b> that need to be considered when communicating with individuals with: <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul>		
	3.2. Identify the impact of effective communication on the lives of individuals with sensory loss.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Outline how information can be made accessible to individuals with sensory loss.		

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

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit:** Intro OP 1.7  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development assessment principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	<p><b>Person-centred approach:</b> This is a way of working which aims to put the person at the centre of the care situation taking into account their individuality, wishes and preferences.</p> <p><b>Individual:</b> any child, young person or adult.</p> <p><b>Sensory loss</b> to include:</p> <ul style="list-style-type: none"> <li>• sight loss</li> <li>• hearing loss</li> <li>• deafblindness.</li> </ul> <p><b>Factors</b> to include:</p> <ul style="list-style-type: none"> <li>• environmental</li> <li>• physical</li> <li>• social.</li> </ul>

### **Assessment task – Intro OP 1.7: Introduction to sensory loss**

**Task 1** links to learning outcomes 2, 3 and 1, assessment criteria 2.1, 3.1, 3.2, 1.1, 1.2 and 3.3.

- Find out what is meant by the term 'sensory loss'.
- Give examples of the main causes of sensory loss.
  
- Outline factors that need to be thought about when communicating with individuals with:
  - sight loss
  - hearing loss
  - deafblindness.
  
- Give reasons how effective communication can affect the life of a person with sensory loss.
- Give reasons why it is important to value an individual with sensory loss.
- Give examples of how to use a person-centred approach when working with individuals with sensory loss.
- Give ways that individuals with sensory loss can find the information they need.

**Intro OP 1.10: Introduction to creative activities for children’s development**

<b>Unit reference</b>	J/506/0249	<b>Unit level</b>	1
<b>Credit value</b>	3	<b>GLH</b>	17
<b>Unit aim</b>	The purpose of this unit is to assess the learner’s knowledge, understanding and skills of creative activities for children’s development.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 2 must be assessed in a real work environment.</b>			
1. Know the importance of <b>creative development</b> .	1.1. Identify why creative development is important to children’s learning.		
2. Be able to contribute to children’s creative development.	2.1. List activities that will support children’s creative development.		
	2.2. Contribute to preparing activities for creative development.		
	2.3. Contribute to supporting children taking part in creative activities.		
	2.4. Give children encouragement and praise when taking part in creative activities.		
	2.5. Contribute to maintaining a safe environment.		



**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit:** Intro OP 1.10

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Additional unit assessment requirements

This unit must be assessed in line with the Skills for Care and Development assessment principles.

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

Guidance for developing unit assessment arrangements

**Creative development** could include:

- developing imagination and imaginative play
- responding to experiences, expressing ideas
- exploring media and materials, drama and music.

**Assessment task – Intro OP 1.10: Introduction to creative activities for children’s development**

**Task 1** links to learning outcomes 1 and 2, assessment criteria 1.1 and 2.1.

Produce a factsheet to:

- Give reasons why creative development is important to children’s learning.
- List activities that will support children’s creative development.

**Intro OP 1.11: Introduction to the physical care of babies and young children**

<b>Unit reference</b>	T/506/0246	<b>Unit level</b>	1
<b>Credit value</b>	3	<b>GLH</b>	30
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of the physical care of babies and young children.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the physical care needs of <b>babies and young children</b> .	1.1. Identify care needs for babies and young children's: <ul style="list-style-type: none"> <li>• skin</li> <li>• hair</li> <li>• teeth</li> <li>• nappy area.</li> </ul>		
2. Know how to support physical care routines for babies and young children.	2.1. Outline how to show respect and sensitivity to babies or young children during physical care routines.		
	2.2. List ways of engaging with babies or young children during physical care routines that make the experience enjoyable.		
	2.3. Outline the principles of toilet training.		
3. Know how to support safe and protective environments for babies and young children.	3.1. Describe how to provide a <b>safe and hygienic environment</b> for babies and young children.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.2. Outline how to safely supervise babies or young children whilst allowing them to explore and develop their skills.		
	3.3. Identify what to do if concerned about the <b>well-being</b> of babies and young children.		
4. Know the nutritional needs of babies and young children.	4.1. Outline the <b>nutritional needs of babies.</b>		
	4.2. Outline the nutritional needs of young children.		
	4.3. Give examples of healthy balanced meals for young children.		
	4.4. Outline <b>nutritional allergies</b> that may be experienced by babies and young children.		

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

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit:** Intro OP 1.11  
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development assessment principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
Guidance for developing unit assessment arrangements	<p><b>Babies and young children:</b> birth to 3 years.</p> <p><b>Safe and hygienic environment</b> should include:</p> <ul style="list-style-type: none"> <li>• hand washing</li> <li>• PPE</li> <li>• disposal of hazardous waste</li> <li>• clean equipment</li> <li>• physical environment and hazards</li> <li>• care of sterile equipment</li> <li>• safe storage of food and drink</li> <li>• safeguarding procedures.</li> </ul> <p><b>Well-being:</b></p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• psychological</li> <li>• physical.</li> </ul> <p><b>Nutritional needs of babies</b> should include reference to the Baby Friendly Initiative.</p> <p><b>Nutritional allergies</b> can include:</p> <ul style="list-style-type: none"> <li>• milk (casein protein)</li> <li>• lactose</li> <li>• wheat / gluten</li> <li>• peanuts</li> <li>• eggs.</li> </ul>

## **Assessment task – Intro OP 1.11: Introduction to the physical care of babies and young children**

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

Produce a factsheet to:

- identify care needs for babies and young children's:
  - skin
  - hair
  - teeth
  - nappy area.

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

- Write about how to show respect and sensitivity to babies or young children during physical care routines.
- List ways of making physical care routines with babies and children fun.
- Write about the different stages of toilet training.

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

- Give examples of how to keep the environment safe and hygienic for babies and young children.
- Write about how babies and young children are kept safe as they explore and develop skills in their environment.
- Give examples of how to supervise babies or young children so that they are kept safe whilst allowing them to explore and develop their skills.

**Task 4** links to learning outcome 3, assessment criterion 3.3.

Safeguarding babies and young children is an important part of your role.

Create a flowchart to:

- show what you would do if you were concerned about the well-being of a baby or young child.

**Task 5** links to learning outcome 4, assessment criteria 4.1, 4.2, 4.3, and 4.4.

Produce a booklet:

- Write about the nutritional needs of babies and young children.
- Give examples of healthy balanced meals for young children.
- Give examples of nutritional allergies that may be experienced by babies and young children.

Illustrations may help to support the presentation of your information.

**Intro OP 1.12: Introduction to the development of children and young people through play**



<b>Unit reference</b>	K/602/6315	<b>Unit level</b>	1
<b>Credit value</b>	2	<b>GLH</b>	15
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding of the development of children and young people through play.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the importance of play for children and young people's development and well-being.	1.1. Identify how play supports children and young people's development and well-being.		
	1.2. Outline the difference between adult directed play and child initiated play.		
2. Know factors that promote inclusive and stimulating play environments.	2.1. Outline what is meant by inclusive and stimulating play.		
	2.2. Describe an environment that supports inclusive and stimulating play.		
	2.3. Identify a range of activities that promote inclusive and stimulating play.		

<p><b>Learner declaration of authenticity:</b> I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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**Assessor sign off of completed unit:** Intro OP 1.12

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Additional unit assessment requirements

This unit must be assessed in line with the Skills for Care and Development assessment principles.

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

Guidance for developing unit assessment arrangements

**Play** could include:

- creative play
- physical play
- imaginative/pretend play
- environmental play.

**Well-being** to include:

- emotional
- psychological
- physical.



**Assessment task – Intro OP 1.12: Introduction to the development of children and young people through play**

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 2.1, 2.2 and 2.3.

Produce a booklet to:

- identify how play supports the development and well-being of children and young people.
- find out what is meant by the terms ‘adult directed play’ and ‘child initiated play’.
- give examples of the difference between adult directed play and child initiated play.
- find out about the term ‘inclusive and stimulating play’ and describe an inclusive and stimulating play environment.
- give examples of activities that support inclusive and stimulating play.

**Intro OP 1.13: Introduction to language immersion in an early years and childcare setting**

<b>Unit reference</b>	Y/506/1308	<b>Unit level</b>	1
<b>Credit value</b>	2	<b>GLH</b>	19
<b>Unit aim</b>	The purpose of this unit is to assess the learner's with the knowledge, understanding and skills for children acquiring a new language through the immersion method.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 3 must be assessed in a real work environment.</b>			
1. Know what is meant by the term the immersion method.	1.1. Define the term immersion method in the context of learning a new language.		
2. Know how the environment supports the development of new language skills.	2.1. Outline how taking part in activities can support the development of new language skills.		
	2.2. Describe how an environment would promote the development of new language skills.		
3. Be able to use verbal and non-verbal communication skills to promote the development of new language skills.	3.1. Use the immersion language clearly and accurately.		
	3.2. Use non-verbal communication skills that promote the immersion language.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	3.3. Use praise and encouragement with children when developing language skills.		

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

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessor sign off of completed unit:** Intro OP 1.13  
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

<b>Additional information about the unit:</b>	
Additional unit assessment requirements	This unit must be assessed in line with the Skills for Care and Development assessment principles.

**Assessment task – Intro OP 1.13: Introduction to language immersion in an early years and childcare setting**

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

- Find out about the term 'language immersion method' in relation to learning a new language.
- Write about how taking part in activities can support the development of new language skills.
- Explain how an environment can support the development of new language skills.

**Intro OP 1.14: Encourage children and young people to eat healthily**



<b>Unit reference</b>	D/506/1309	<b>Unit level</b>	1
<b>Credit value</b>	2	<b>GLH</b>	16
<b>Unit aim</b>	The purpose of this unit is to assess the learner's knowledge and understanding encouraging children and young people to eat healthily.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know about healthy eating for children and young people.	1.1. Identify healthy eating principles for children and young people.		
	1.2. Outline <b>factors</b> that influence food choice.		
2. Know about activities to encourage children and young people to eat healthily.	2.1. Outline a range of activities that encourage children and young people to eat healthily.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit:** Intro OP 1.14

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Additional unit assessment requirements

This unit must be assessed in line with the Skills for Care and Development assessment principles.

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

Guidance for developing unit assessment arrangements

**Factors** could include:

- marketing and advertising
- peer pressure
- availability and cost
- presentation
- family circumstances.

**Assessment task – Intro OP 1.14: Encourage children and young people to eat healthily**

**Task 1** links to learning outcomes 1 and 2, assessment criteria 1.1, 1.2 and 2.1.

Read the scenario:

Produce work for a display to:

- give examples of ways children and young people can eat healthily
- write about factors that influence the food choices that individuals make
- list a range of activities that encourage children and young people to eat healthily.

**Intro OP 1.15: Exploring connections with sustainable development and global citizenship**



<b>Unit reference</b>	H/602/6331	<b>Unit level</b>	1
<b>Credit value</b>	1	<b>GLH</b>	10
<b>Unit aim</b>	To allow learners the opportunity to explore links between their own area of learning and sustainable development and global citizenship themes.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand links between (Education for Sustainable Development and Global Citizenship) and ESDGC themes and current area of study.	1.1. Identify connections between current area of learning and the following ESDGC themes: <ul style="list-style-type: none"> <li>• identity and culture</li> <li>• wealth and poverty</li> <li>• consumption and waste</li> <li>• choices and decisions</li> <li>• climate change</li> <li>• health and well-being</li> <li>• the natural environment.</li> </ul>		



**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit:** Intro OP 1.15

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Additional unit assessment requirements

This unit must be assessed in line with the Skills for Care and Development assessment principles.

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

Guidance for developing unit assessment arrangements

**ESDGC:**

The following key themes can be integrated into this unit



Consumption & Waste



Climate Change



Wealth & Poverty

**Assessment task – Intro OP 1.15: Exploring connections with sustainable development and global citizenship**

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

Find out about the terms 'sustainable development' and 'global citizenship'.

Give examples of how health and social care, early years and childcare settings can contribute to:

- identity and culture
- wealth and poverty
- consumption and waste
- choices and decisions
- climate change
- health and wellbeing
- the natural environment.

**Intro OP 1.16: Introduction to balanced diets for individuals**

<b>Unit reference</b>	K/506/0292	<b>Unit level</b>	1
<b>Credit value</b>	3	<b>GLH</b>	22
<b>Unit aim</b>	The purpose of this unit is to assess the learner's with the knowledge, understanding and skills for planning balanced diets for individuals.		

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

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 2 must be assessed in a real work environment or through simulation.</b>			
1. Know the principles of a balanced diet for individuals.	1.1. Outline current government nutritional guidelines for a balanced diet for individuals.		
	1.2. Outline why it is important for individuals to have a balanced diet.		
2. Be able to plan a balanced diet that meets individuals needs and preferences.	2.1. Outline <b>factors</b> to consider when planning a balanced diet.		
	2.2. Plan a range of balanced meals for individuals.		

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit:** Intro OP 1.16

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

Assessor name:

Signature:

Date:

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

**Additional information about the unit:**

Additional unit assessment requirements

This unit must be assessed in line with the Skills for Care and Development assessment principles.

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

Guidance for developing unit assessment arrangements

**Factors**

- personal choice
- dietary restrictions
- cultural needs
- medical needs

### **Assessment task – Intro OP 1.16: Introduction to balanced diets for individuals**

**This unit can be achieved through simulation or whilst in appropriate work experience.**

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

- Produce a factsheet that outlines current government nutritional guidelines for a balanced diet for individuals.

**Task 2** links to learning outcomes 1 and 2, assessment criteria 1.2, 2.1 and 2.2.

- Write about the importance of eating a balanced diet.
- Write about factors that you need to think about when planning a balanced diet.
- Suggest a range of balanced meals for individuals.

## **Section 4: Assessment and quality assurance information**

### Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

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

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by assessor <ul style="list-style-type: none"> <li>by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

\* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.

\*\* **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.



## Assessment strategies and principles relevant to these qualifications

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in “*Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance*”.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Unless stated otherwise in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Skills for Care and Development assessment principles / CACHE Assessment Strategy

### Knowledge learning outcomes

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

### Competence / Skills learning outcomes

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

## **Staffing requirements**

Centres delivering any of our qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## **Assessors and Internal Quality Assurance**

Staff involved in the Assessment and Internal Quality Assurance of these qualifications must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

## **Section 5: Documents**

## Useful documents

Useful documents can be found on the NCFE website, some of which may assist with the delivery of this qualification.

## Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

## Resources

The resources and materials used in the delivery of these qualifications, must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

## Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit:

[www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations](http://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations).

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

**Qualification title and reference number:**

NCFE CACHE Level 1 Award in Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales)	QRN 601/5363/5
NCFE CACHE Level 1 Certificate in Introduction to Health and Social Care (Adults and Children and Young People), Early Years and Childcare (Wales)	QRN 601/5364/7
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