



Entry 2 and Entry 3 Qualifications in Independent Living

Units and Assessment Information

(To be read in conjunction with the Entry Pathways Specification)

Qualifications available	Cash-in Code
Entry 2 Award in Independent Living	6002 / A2
Entry 2 Certificate in Independent Living	6002 / C2
Entry 3 Award in Independent Living	6002 / A3
Entry 3 Certificate in Independent Living	6002 / C3

Introduction

This guidance is to support centres as they prepare for the delivery and assessment of Entry 2 and or E3 qualifications in Independent Living in the Qualifications and Credit framework.

The following units are detailed at Entry 2 and 3 although units are also available at Level 1 (see web-site for updates as only some are referenced in this document)

The key differences of these units are in:

- (i) The layout
- (ii) Credit values
- (iii) Rules of combination

The suggestions for each unit give suggestions for how each assessment criteria can be covered either individually or collectively.

Suggestions also cover how units can combine to produce a coherent course for students.

This information should be read in conjunction with the Entry Pathways specification that includes details on administration.

Units that contribute to qualifications in Independent Living

Unit title	Unit Level and NDAQ Unit Reference		
	Entry 2	Entry 3	Level 1
6115 The family	J/602/0943	n/a	
6116 Preparation for pregnancy and birth of the baby	A/600/9177	T/600/9419	6128 Introduction to the physical care of babies and young children H/602/6314 3 credits
6117 Care of a new baby	K/600/9157	K/600/9163	6134 Introduction to the development of children and young people K/602/6315 2 credits
6119 Introduction to childcare	A/602/0941	n/a	
6120 Contraception information	n/a	R/601/3459	
6123 Choices and decisions	J/503/2774	L/503/2775	n/a
6124 Myself within the community	Y/505/6013	H/503/2779	n/a
6125 Planning a journey	R/503/2776	Y/503/2777	n/a
6159 Maintaining healthy hair	L/602/0149	F/600/8953	n/a
6160 Maintaining healthy skin and nails	D/600/8944	K/600/8946	
6164 Food and health	A/600/8921	Y/600/8926	6130 Encourage children and young people to eat healthily H/602/6328 2 credits
6167 Food preparation, cooking and serving	K/600/8929	H/600/8931	6131 Using cooking skills in a domestic kitchen F/503/9206 3 credits
6172 Health, safety and hygiene	K/600/8932	n/a	6132 Basic food preparation and cooking K/502/5042 3 credits
			6133 Introduction to Catering F/501/5780 2 credits
6200 Introduction to plant care	T/601/3373	F/601/3375	n/a
6201 Introduction to land maintenance	H/601/3529	Y/601/3530	
6202 Introduction to animal care	Y/601/3527	D/601/3528	

The following units may also be used within this qualification:

PSD

- 6100 – Developing self
- 6101 – Dealing with problems
- 6102 – Environmental awareness
- 6103 – Healthy living
- 6104 – Individuals rights and responsibilities
- 6106 – Managing own money
- 6107 – Managing social relationships entry 2
- 6118 – Managing social relationships entry 3/Level 1
- 6111 – Working towards goals

Preparing for Work

- 6126 - Learning about workplaces
- 6127 - Preparing for work experience

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title:	The Family
Unit Ref No.	J/602/0943
Entry code:	6115/E2
Level:	Entry 2
Credit value:	2
Unit aim:	The unit aims to enable learners to acquire a knowledge and understanding of family units within society today, and of the support available from statutory and voluntary agencies.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know about different family structures in the UK.	AC1.1 Identify different family structures.
LO2 Know about roles, responsibilities and values within a family.	AC2.1 Identify the functions of a family. AC2.2 Identify roles and responsibilities of family members.
LO3 Know about factors that can affect family life.	AC3.1 State factors that can affect family situations. AC3.2 Identify support agencies for families.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

The Family – Delivery guidance

**Possible ways of demonstrating that the criteria have been met:
(this list is by no means exhaustive)**

Learners will need to be taught/acquire knowledge about:

LO1

The different types of family structures

i.e. Nuclear, extended, single-parent, step families, fostering and adoptive families, children in local authority care.

Multi-cultural families.

LO2

The functions of the family – procreative, socialising, supportive, provision of child's needs.

The physical and emotional needs of new parents.

The supportive role of other members of the family unit – grandparents, aunts and uncles etc.

The role of parents in a modern, multi-cultural society.

LO3

The difficulties that may arise within families such as: Bereavement, unemployment, illness, child abuse, divorce, separation.

The main statutory and voluntary agencies which provide support for children and their families. To include: NSPCC, Childline, Relate, Barnados, RNIB, Scope, Citizens' Advice Bureau.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.**

Closely related units likely to be delivered along with The Family are:

- Preparation for pregnancy and birth of the baby
- Care of a new baby
- Development of the child
- Introduction to childcare

In developing individual learning plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as Healthy living and Developing self. As well as course content, it is advisable to think about coverage of associated assessment criteria.

3.2 Resources

Literature from relevant statutory and voluntary agencies

Outside speakers

Books

Baldwin D. All About Children Oxford 1983 ISBN 0.19.832715.3
Baldwin D. All About Health Oxford 1985 ISBN 0.19.832719.6
Baldwin D. Investigating Home and Family Oxford University Press ISBN 0.19.832750.1
BBC Pamphlet Play It Safe
Davenport G.C. An Introduction to Child Development Unwin Hyman ISBN 0.04.448039.3
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Minnett P. Child Care and Development J. Murray 4th Ed. 2001 ISBN 0.7195.8610.0
NCT Your Baby
Reynolds Valda A Practical Guide to Child Development Stanley Thornes 1987 ISBN 0.85950.221.X
(Vol. 1 & 2) ISBN 0.85950.240.6
Reynolds, Valda Finding Out About Child Development Stanley Thornes ISBN 0.85950.928.1
Sheridan Mary D. From Birth to Five Years Routledge ISBN 0.415.16458.3

Magazines

Nursery World
Practical Parenting
Mother and Baby
Baby

Videos and DVDs

Pre-school Child – Open University
Becoming a Family 0-6 months – Penelope Leach
Becoming a Family 6-18 months – Penelope Leach
Baby It's You
From Conception to Birth

Internet sites - useful for up-to-date information for teachers

<http://ivillage.co.uk>
<http://www.natural-parenting.com>
<http://www.netdoctor.co.uk> (pregnancy and childbirth information)
<http://www.wiredforhealth.gov.uk> (information for teachers)
<http://www.immunisation.org.uk>
<http://www.bbc.co.uk/health>
<http://www.healthpromotion.org.uk>
<http://www.rospa.co.uk>
<http://www.parentclub.co.uk> (has links to many other useful sites - candidate friendly)
<http://www.vegsoc.org>
<http://www.idfa.org.uk/weaning>
<http://www.doh.gov.uk/adoption>
<http://www.gingerbread.org.uk>
<http://www.nch.org.uk>
<http://www.childline.org.uk>
<http://www.fashions.ukretailers.com/mothercare.htm>

WJEC Childcare Resource booklet

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
coverage of assessment criteria for linked units (e.g. Preparation for pregnancy and birth of the baby)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the assessment record form.

4.2 Examples of tasks

(a) Tasks specific to the family

LO1, LO2, LO3, LO4 and LO5 can be assessed by candidates completing set tasks as suggested below:

Task: Complete an advantages/disadvantages chart on nuclear and extended families.

Task: Produce a chart showing the differences between fostering and adoption.

Task: Carry out a brainstorm about the challenges faced by single parent families.

Task: Complete a matching card game on families using cards with the name of the family type and definitions of each.

Task: Produce a poster/chart/leaflet/power point presentation to show knowledge of the different types of family structures.

Task: Research the functions of the family and produce a poster/chart/leaflet/power point presentation to show your knowledge.

Task: Carry out a survey/questionnaire into the roles of different family members and present your findings. Choose a family from the television (e.g. Eastenders, Coronation Street) and write about the members of the family, their relationships, the functions of the family, roles and support provided etc.

Task: Carry out a research project into the differing customs in child rearing relating to race, religion or chosen lifestyle. Use the internet to find out about family life in other countries – e.g. draw the flag, what is the capital city?, popular landmarks/tourist attractions, find out five important facts about family life in etc.

Task: Carry out research on problems affecting families and how statutory and voluntary agencies can provide support. Discuss each problem and also find out what support is available for families.

Task: Work in groups with each member using the internet to find out about the work of a different voluntary agency. Present your findings as a poster/leaflet or PowerPoint presentation.

(b) Tasks providing evidence for other units/extension activities

Preparation for pregnancy and birth of the baby

Task: Produce an advert for the role of a parent(s) giving a full job description detailing their roles and responsibilities.

Task: Produce a PowerPoint presentation/leaflet/chart on the different types of contraception, including their efficiency and reliability.

Task: Produce a PowerPoint presentation/leaflet describing the importance of pre-conceptual care.

Task: Design an informative leaflet showing the importance of ante-natal care for the expectant mother and unborn child.

Task: Working in three groups, research your allocated stage of labour, produce a visual presentation and talk describing what happens. Each group to present to the class.

Task: Produce a chart comparing the advantages and disadvantages of a home versus a hospital birth.

Task: Produce a PowerPoint presentation/leaflet on the different types of pain relief available during labour.

Task: Brainstorm the role of the partner during child-birth.

4.3 Recording

Assessment will be recorded on the assessment record form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements

THE FAMILY – ENTRY 2
WJEC ASSESSMENT RECORD

Candidate Name _____

Candidate No._____

Centre Name _____

Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 Identify different family structures.		
AC2.1 Identify the functions of a family.		
AC2.2 Identify roles and responsibilities of family members.		
AC3.1 State factors that can affect family situations.		
AC3.2 Identify support agencies for families.		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title:	Preparation for pregnancy and birth of the baby
Unit Ref no.	A/600/9177
Entry code:	6116/E2
Level:	Entry 2
Credit value:	3
Unit aim:	The unit aims to provide learners working at Entry 2/3 with the opportunity to acquire a knowledge and understanding of how to prepare for pregnancy and the stages involved between conception and birth.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Understand the importance of pre-planned parenthood.	AC1.1 State the benefits of a stable relationship prior to pregnancy. AC1.2 Outline the importance of planning families. AC1.3 Describe pre-conceptual care.
LO2 Know about the stages of pregnancy.	AC2.1 Identify the main stages of pregnancy.
LO3 Know the importance of ante-natal care.	AC3.1 Identify the role of ante-natal clinics and classes.
LO4 Know signs and stages of labour.	AC4.1 Identify the signs and stages of labour.
LO5 Know the factors that affect choice for birth.	AC5.1 Identify factors that affect choices. AC5.2 Identify different types of pain relief available during the birth. AC5.3 Outline the role of a partner during birth.

Title:	Preparation for pregnancy and birth of the baby
Unit Ref no.	T/600/9419
Entry code:	6116/E3
Level:	Entry 3
Credit value:	3
Unit aim:	The unit aims to provide learners working at Entry 2/3 with the opportunity to acquire a knowledge and understanding of how to prepare for pregnancy and the stages involved between conception and birth.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Understand the importance of pre-planned parenthood.	AC1.1 Identify the factors to consider before having a baby. AC1.2 Describe the roles and responsibilities of parenthood. AC1.3 Identify various methods of contraception and conception. AC1.4 Describe pre-conceptual care.
LO2 Know the stages of pregnancy.	AC2.1 Identify signs, confirmation and stages of pregnancy.
LO3 Know the importance of ante-natal care.	AC3.1 Describe ante-natal care. AC3.2 Explain factors that affect birth choice.
LO4 Understand labour and birth.	AC4.1 Describe signs and stages of labour. AC4.2 Identify different types of pain relief available during birth. AC4.3 Describe the role of a partner during birth.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

Learners will need to be gain knowledge about:

LO1

The importance of pre-planned parenthood, include the following considerations - stable relationship, financial stability, suitable accommodation etc.

The roles and responsibilities of parenthood.

Different methods of contraception (Saying 'No', combined pill, mini pill, I.U.D., condom, female condom, cap, implants, contraceptive injection, withdrawal method, male and female sterilisation), their efficiency and reliability.

The structure and function of male and female reproductive systems.

What pre-conceptual care is and why it is so important - health of both partners - give up smoking, drugs, take folic acid tablets three months before conception, screening for inherited diseases, fitness - healthy weight etc.

LO2

Conception, signs of pregnancy, confirmation and stages of pregnancy.

LO3

The importance of ante-natal care in relation to the unborn child and its mother.

The tests carried out at an ante-natal clinic.

LO4

The signs that labour has started.

The three stages of labour.

Terms used in childbirth.

Home versus hospital births.

The different types of pain relief available during the birth - water birth, gas and air, pethidine, breathing and relaxation, epidural, acupuncture, aromatherapy.

The supportive role of the partner during childbirth.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all of completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.**

Closely related units likely to be delivered along with Preparation for pregnancy and birth of the baby are:

- The family
- Care of a new baby
- Development of children and young people
- An introduction to childcare

In developing individual learning plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as Healthy living and Developing self. As well as course content, it is advisable to think about coverage of associated assessment criteria.

3.2 Resources

Empathy belly

Samples of contraceptives

Outside speakers e.g. school nurse/health visitor

Books

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Internet sites - useful for up-to-date information for teachers

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<http://www.netdoctor.co.uk> (pregnancy and childbirth information)
<http://www.wiredforhealth.gov.uk> (information for teachers)
<http://www.bbc.co.uk/health>
<http://www.healthpromotion.org.uk>
<http://www.parentclub.co.uk> (has links to many other useful sites - candidate friendly)

WJEC Childcare Resource booklet

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units (e.g. The family)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the assessment record form.

4.2 Examples of Tasks

(a) Tasks Specific to Preparation for pregnancy and birth of the baby

LO1, LO2, LO3, LO4, can be assessed by candidates completing set tasks as suggested below:

Task: Produce an advert for the role of a parent(s) giving a full job description detailing their roles and responsibilities.

Task: Produce a PowerPoint presentation/leaflet/chart on the different types of contraception, including their efficiency and reliability.

Task: Produce a PowerPoint presentation/leaflet describing the importance of pre-conceptual care.

Task: Design an informative leaflet showing the importance of ante-natal care for the expectant mother and unborn child.

Task: Working in three groups, research your allocated stage of labour, produce a visual presentation and talk describing what happens. Each group to present to the class.

Task: Produce a chart comparing the advantages and disadvantages of a home versus a hospital birth.

Task: Produce a PowerPoint presentation/leaflet on the different types of pain relief available during labour.

Task: Brainstorm the role of the partner during child-birth.

(b) Tasks Providing Evidence for Other Units/extension activities

The Family

Task: Complete an advantages/disadvantages chart on nuclear and extended families.

Task: Produce a chart showing the differences between fostering and adoption.

Task: Carry out a brainstorm about the challenges faced by single parent families.

Task: Complete a matching card game on families using cards with the name of the family type and definitions of each.

Task: Produce a poster/chart/leaflet/power point presentation to show knowledge of the different types of family structures.

Task: Research the functions of the family and produce a poster/chart/leaflet/power point presentation to show your knowledge.

Task: Carry out a survey/questionnaire into the roles of different family members and present your findings. Choose a family from the television (e.g. Eastenders, Coronation Street) and write about the members of the family, their relationships, the functions of the family, roles and support provided etc.

Task: Carry out a research project into the differing customs in child rearing relating to race, religion or chosen lifestyle. Use the internet to find out about family life in other countries - e.g. draw the flag, what is the capital city?, popular landmarks/tourist attractions, find out five important facts about family life in etc.

Task: Carry out research on problems affecting families and how statutory and voluntary agencies can provide support. Discuss each problem and also find out what support is available for families.

Task: Work in groups with each member using the internet to find out about the work of a different voluntary agency. Present your findings as a poster/leaflet or PowerPoint presentation.

4.3 Recording

Assessment will be recorded on the assessment record form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements

PREPARATION FOR PREGNANCY AND BIRTH OF THE BABY - ENTRY 2

WJEC ASSESSMENT RECORD

Candidate Name _____

Candidate No._____

Centre Name _____

Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 State the benefits of a stable relationship prior to pregnancy.		
AC1.2 Outline the importance of planning families.		
AC1.3 Describe pre-conceptual care.		
AC2.1 Identify the main stages of pregnancy.		
AC3.1 Identify the role of ante-natal clinics and classes.		
AC4.1 Identify the signs and stages of labour.		
AC5.1 Identify factors that affect choices.		
AC5.2 Identify different types of pain relief available during the birth.		
AC5.3 Outline the role of a partner during birth.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

PREPARATION FOR PREGNANCY AND BIRTH OF THE BABY - ENTRY 3

WJEC ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence
AC1.1 Identify factors to consider before having a baby.		
AC1.2 Describe the roles and responsibilities of parenthood.		
AC1.3 Describe the various methods of contraception and conception.		
AC1.4 Describe pre-conception care.		
AC2.1 Identify signs, confirmation and stages of pregnancy.		
AC3.1 Describe ante-natal care.		
AC3.2 Explain factors that affect birth choice.		
AC4.1 Describe the signs of stages of labour.		
AC4.2 Identify different types of pain relief available during the birth.		
AC4.3 Describe the role of a partner during the birth.		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title:	Care of a New Baby
Unit Ref No.	K/600/9157
Entry Code	6117/E2
Level:	Entry 2
Credit value:	3
Unit aim:	The unit aims to help learners working at Entry 2/3 to acquire a knowledge and understanding of how to care for a newborn baby and the value of post-natal care for both the mother and the baby.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know about post-natal provision available for the mother and baby.	AC1.1 Identify the post-natal provision for mother and baby.
LO2 Understand the specific needs of premature babies.	AC2.1 Describe the needs of premature babies.
LO3 Know the benefits of breast and bottle feeding.	AC3.1 Discuss the benefits of breast feeding. AC3.2 Discuss the benefits of bottle feeding.
LO4 Know how to keep a baby clean.	AC4.1 Outline the process to follow when bathing a baby.
LO5 Know about weaning babies.	AC5.1 Explain 'weaning'. AC5.2 Identify when weaning should begin.

Title:	Care of a New Baby
Unit Ref No.	K/600/9163
Entry Code	6117/E3
Level:	Entry 3
Credit value:	3
Unit aim:	The unit aims to help learners working at Entry 2/3 to acquire a knowledge and understanding of how to care for a newborn baby and the value of post-natal care for both the mother and the baby.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know about post-natal provision available for the mother and baby.	AC1.1 Identify the roles and responsibilities of a health visitor.
LO2 Understand specific needs of premature babies.	AC2.1 Describe the needs of a premature baby.
LO3 Identify the benefits of breast and bottle feeding.	AC3.1 List the benefits of breast and bottle feeding.
LO4 Be able to describe weaning.	AC4.1 Give a definition of weaning. AC4.2 Identify when weaning should begin.
LO5 Know how to keep a baby clean.	AC5.1 Outline the process to follow when bathing a baby.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

Delivery guidance

**Possible ways of demonstrating that the criteria have been met:
(this list is by no means exhaustive)**

LO1

Learners to produce, acquire knowledge of, the post-natal provision available for the mother and baby.

Candidates should also gain an understanding of the role and responsibilities of the health visitor.

Learners could listen to a talk from a health visitor in order to learn about their role, responsibilities and what goes on in baby clinics.

LO2

Learners to research the specific needs of a premature baby.

LO3

Learners to investigate the advantages of breast feeding.

Learners to evaluate bottle milk feeds for babies and related equipment.

Learners to demonstrate the stages involved in making up a bottle feed.

LO4

Learners could watch a demonstration on how to bathe a baby and carry out the process themselves using a doll.

LO5

Learners could carry out an investigation into commercial and home made foods for weaning and carry out a tasting test and compare cost, time to prepare, nutritional value etc.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all of completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.**

Closely related units likely to be delivered along with Care of a new baby are:

- Preparation for pregnancy and birth of the baby.
- Development of children and young people
- An introduction to childcare
- The family

In developing Individual learning plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as Healthy living and Developing self. As well as course content, it is advisable to think about coverage of associated assessment criteria.

3.2 Resources

Literature from relevant statutory and voluntary agencies.

Outside speakers.

Books

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Internet sites - useful for up-to-date information for teachers

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<http://www.netdoctor.co.uk> (pregnancy and childbirth information)
<http://www.wiredforhealth.gov.uk> (information for teachers)
<http://www.immunisation.org.uk>
<http://www.bbc.co.uk/health>
<http://www.parentclub.co.uk> (has links to many other useful sites - candidate friendly)
<http://www.vegsoc.org>
<http://www.idfa.org.uk/weaning>

WJEC Childcare Resource booklet

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units (e.g. Preparation for pregnancy and birth of the baby)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the assessment record form.

4.2 (a) Tasks Specific to Care of a new baby

Tasks:

Task: Produce a PowerPoint presentation on the role of the midwife in the early days after the birth of the baby.

Task: Invite a health visitor into school to discuss their role. Using the information you have learnt produce a job advertisement on the role of the health visitor.

Task: Produce a poster on reasons why some babies are born prematurely, their needs and explain how an incubator helps with their care.

Task: Produce a poster comparing the advantages of breast and bottle feeding.

Task: Produce a leaflet describing the stages involved in preparing a baby's bottle.

Task: Investigate the types of equipment and products available for bathing a baby. Produce a step by step guide on how to bathe a baby safely.

Task: Carry out an experiment, comparing home made and shop bought baby foods. Produce a leaflet which includes an introduction on weaning.

(b) Tasks providing evidence for other units/extension activities

Preparation for pregnancy and birth of the baby

Task: Produce an advert for the role of a parent(s) giving a full job description detailing their roles and responsibilities.

Task: Produce a PowerPoint presentation/leaflet/chart on the different types of contraception, including their efficiency and reliability.

Task: Produce a PowerPoint presentation/leaflet describing the importance of pre-conceptual care.

Task: Design an informative leaflet showing the importance of ante-natal care for the expectant mother and unborn child.

Task: Working in three groups, research your allocated stage of labour, produce a visual presentation and talk describing what happens. Each group to present to the class.

Task: Produce a chart comparing the advantages and disadvantages of a home versus a hospital birth.

Task: Produce a PowerPoint presentation/leaflet on the different types of pain relief available during labour.

Task: Brainstorm the role of the partner during child-birth.

(see additional units preceding this one)

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements

CARE OF A NEW BABY - ENTRY 2**WJEC ASSESSMENT RECORD**

Candidate Name _____

Candidate No._____

Centre Name _____

Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 Identify post-natal provision for mother and baby.		
AC2.1 Describe the needs of premature babies.		
AC3.1 Discuss the benefits of breast feeding.		
AC3.2 Discuss the benefits of bottle feeding.		
AC4.1 Outline the process to follow when bathing a baby.		
AC5.1 Explain 'weaning'.		
AC5.2 Identify when weaning should begin.		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

CARE OF A NEW BABY - ENTRY 3**WJEC ASSESSMENT RECORD**

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence
AC1.1 Identify the roles and responsibilities of a health visitor.		
AC2.1 Describe the needs of a premature baby.		
AC3.1 List the benefits of breast and bottle feeding.		
AC4.1 Give a definition of weaning.		
AC4.2 Identify when weaning should begin.		
AC5.1 Outline the process to follow when weaning a baby.		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title:	An Introduction to Childcare
Unit Ref No.	A/602/0941
Entry code	6119/E2
Level:	Entry 2
Credit value:	3
Unit aim:	The unit aims to enable learners to acquire a knowledge and understanding of the different types of roles within childcare settings.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Understand the need for day care provision.	AC1.1 Identify the need for day care provision. AC1.2 Describe different types of day care provision available.
LO2 Know the roles, duties and qualifications needed to work within the childcare industry.	AC2.1 Describe qualities needed to work in childcare settings. AC2.2 Identify qualifications required to work within the childcare industry. AC2.3 Identify roles and duties of a range of staff within the industry.
LO3 Understand the need for acceptable patterns of behaviour.	AC3.1 Identify factors that can make children demonstrate challenging behaviour. AC3.2 Describe how to deal with challenging behaviour.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

An Introduction to Childcare – Delivery guidance

**Possible ways of demonstrating that the criteria have been met:
(this list is by no means exhaustive)**

LO1

Learners to visit different types of day care settings and complete a survey on the provision provided. They can produce a chart/leaflet/power point presentation to show their findings.

LO2

Learners to research the qualifications required to work within the childcare sector and produce a poster/chart/leaflet/power point presentation to show knowledge.

LO3

Learners could watch a range of clips from television shows, such as 'Supernanny' and evaluate the different approaches to discipline. They could design a questionnaire and ask a range of parents about their approach to discipline – they can then analyse their findings.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all of completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.**

Closely related units likely to be delivered along with An introduction to childcare are:

Preparation for pregnancy and birth of the baby
Care of a new baby
Development of the child
The family

In developing Individual learning plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as Healthy living and Developing self. As well as course content, it is advisable to think about coverage of associated assessment criteria.

3.2 Resources

Literature from relevant statutory and voluntary agencies.

Outside speakers.

Books

Baldwin D. All About Children Oxford 1983 ISBN 0.19.832715.3

Baldwin D. All About Health Oxford 1985 ISBN 0.19.832719.6

Baldwin D. Investigating Home and Family Oxford University Press ISBN 0.19.832750.1

BBC Pamphlet Play It Safe

Davenport G.C. An Introduction to Child Development

Unwin Hyman ISBN 0.04.448039.3

Hutchinson G. & Oliver S. Interlink Home Economics: Child Development

Blackie

Minnett P. Child Care and Development J. Murray 4th Ed. 2001 ISBN 0.7195.8610.0

NCT Your Baby

Reynolds Valda A Practical Guide to Child Development Stanley Thornes 1987 ISBN 0.85950.221.X

(Vol. 1 & 2) ISBN 0.85950.240.6

Reynolds, Valda Finding Out About Child Development Stanley Thornes ISBN 0.85950.928.1

Sheridan Mary D. From Birth to Five Years Routledge ISBN 0.415.16458.3

Magazines

Nursery World

Practical Parenting

Mother and Baby

Baby

Videos and DVDs

Pre-school Child – Open University

Becoming a Family 0-6 months – Penelope Leach

Becoming a Family 6-18 months – Penelope Leach

Baby It's You

From Conception to Birth

Internet sites - useful for up-to-date information for teachers

<http://www.rospa.co.uk>

<http://www.parentclub.co.uk> (has links to many other useful sites - candidate friendly)

<http://www.doh.gov.uk/adoption>

<http://www.gingerbread.org.uk>

<http://www.nch.org.uk>

<http://www.childline.org.uk>

WJEC Childcare Resource booklet

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units (e.g. Preparation for pregnancy and birth of the baby)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the assessment record form.

4.2 Examples of Tasks

(a) Tasks specific to An introduction to childcare

Task: Produce a guide of the childcare options in your area. Compare the advantages of each.

Task: Create a domino game matching childcare staff with their roles or qualification.

Task: Produce an account on why children need to be disciplined. Explain a positive way of disciplining a child in a nursery situation.

(b) Tasks providing evidence for other units/extension activities

Care of a new baby

Task: Produce a PowerPoint presentation on the role of the midwife in the early days after the birth of the baby.

Task: Produce a poster on reasons why some babies are born prematurely, their needs, and explain how an incubator helps with their care.

Task: Produce a poster comparing the advantages of breast and bottle feeding.

Task: Produce a leaflet describing the stages involved in preparing a baby's bottle.

Task: Investigate the types of equipment and products available for bathing a baby. Produce a step by step guide on how to bathe a baby safely.

Task: Carry out an experiment, comparing home made and shop bought baby foods. Produce a leaflet which includes an introduction on weaning.

Task: Invite a health visitor into school to discuss their role. Using the information you have learnt produce a job advertisement on the role of the health visitor.

Preparation for pregnancy and birth of the baby

Task: Produce an advert for the role of a parent/s giving a full job description detailing their roles and responsibilities.

Task: Produce a PowerPoint presentation/leaflet/chart on the different types of conception, including their efficiency and reliability.

Task: Produce a PowerPoint presentation/leaflet describing the importance of pre-conceptual care.

Task: Design an informative leaflet showing the importance of ante-natal care for the expectant mother and unborn child.

Task: Working in three groups, research your allocated stage of labour, produce a visual presentation and talk describing what happens. Each group to present to the class.

Task: Produce a chart comparing the advantages and disadvantages of a home versus a hospital birth.

Task: Produce a PowerPoint presentation/leaflet on the different types of pain relief available during labour.

Task: Brainstorm the role of the partner during child-birth.

(see additional units preceding this one)

4.3 Recording

Assessment will be recorded on the assessment record form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements

AN INTRODUCTION TO CHILDCARE – ENTRY 2

WJEC ASSESSMENT RECORD

Candidate Name _____

Candidate No._____

Centre Name _____

Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 Identify the need for day care provision.		
AC1.2 Describe different types of day care provision available.		
AC2.1 Describe qualities needed to work within childcare settings.		
AC2.2 Identify qualifications required to work within the childcare industry.		
AC2.3 Identify roles and duties of a range of staff within the industry.		
AC3.1 Identify factors that can make children demonstrate challenging behaviour.		
AC3.2 Describe how to deal with challenging behaviour.		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title:	Contraception Information
Unit Ref No:	Cache – CCW approved 006 R/607/3459
Entry code:	6120/E3
Level:	Entry 3
Credit value:	1
Unit aim:	The aim of this unit is to look at the different methods of contraception and their strengths and weaknesses and possible risks. It will also provide information on where to go for contraception advice and support.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know about contraception.	AC1.1 List methods of contraception. AC1.2 State the strengths and weaknesses of each method of contraception listed.
LO2 Know where to seek advice in relation to contraception.	AC2.1 Identify where support on contraception can be obtained. AC2.2 Give examples of professionals available to talk to individuals about contraception.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

Delivery guidance

**Possible ways of demonstrating that the criteria have been met:
(this list is by no means exhaustive)**

Learners will need to be taught/acquire knowledge on:

LO1 and LO2

Methods of contraception, types, advantages, disadvantages, availability. Where support on contraception can be obtained and professionals available to talk to individuals about contraception.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all of completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.**

Closely related units likely to be delivered along with Contraception information are:

- Preparation for pregnancy and birth of the baby.
- Care of a new baby
- Development of children and young people
- An Introduction to childcare

In developing Individual learning plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as Healthy living and Developing self. As well as course content, it is advisable to think about coverage of associated assessment criteria.

3.2 Resources

Literature from relevant statutory and voluntary agencies.

Outside speakers e.g. school nurse/health visitor/charity worker/qualified first aider.

Books

Baldwin D. All About Children Oxford 1983 ISBN 0.19.832715.3
Baldwin D. All About Health Oxford 1985 ISBN 0.19.832719.6
Baldwin D. Investigating Home and Family Oxford University Press ISBN 0.19.832750.1
BBC Pamphlet Play It Safe
Davenport G.C. An Introduction to Child Development Unwin Hyman ISBN 0.04.448039.3
Hutchinson G. & Oliver S. Interlink Home Economics: Child Development Blackie
Minnett P. Child Care and Development J. Murray 4th Ed. 2001 ISBN 0.7195.8610.0
NCT Your Baby
Reynolds Valda A Practical Guide to Child Development Stanley Thornes 1987 ISBN 0.85950.221.X
(Vol. 1 & 2) ISBN 0.85950.240.6
Reynolds, Valda Finding Out About Child Development Stanley Thornes ISBN 0.85950.928.1
Sheridan Mary D. From Birth to Five Years Routledge ISBN 0.415.16458.3

Magazines

Nursery World
Practical Parenting
Mother and Baby
Baby

Videos and DVDs

Pre-school Child – Open University
Becoming a Family 0-6 months – Penelope Leach
Becoming a Family 6-18 months – Penelope Leach
Baby It's You
From Conception to Birth

Internet sites - useful for up-to-date information for teachers

<http://ivillage.co.uk>
<http://www.natural-parenting.com>
<http://www.netdoctor.co.uk> (pregnancy and childbirth information)
<http://www.wiredforhealth.gov.uk> (information for teachers)
<http://www.immunisation.org.uk>
<http://www.bbc.co.uk/health>
<http://www.healthpromotion.org.uk>
<http://www.rospa.co.uk>
<http://www.parentclub.co.uk> (has links to many other useful sites - candidate friendly)
<http://www.vegsoc.org>
<http://www.idfa.org.uk/weaning>
<http://www.doh.gov.uk/adoption>
<http://www.gingerbread.org.uk>
<http://www.nch.org.uk>
<http://www.childline.org.uk>
<http://www.fashions.ukretailers.com/mothercare.htm>

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units (e.g. Preparation for pregnancy and birth of the baby).

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the assessment record form.

4.2 Examples of Tasks

(a) Tasks Specific to Contraception information

Task: Produce a leaflet/poster or PowerPoint on the different types of contraception available.

Task: Write an agony aunt letter to a magazine asking for advice on contraception.

Task: Produce a leaflet to show where a young girl can go to seek advice on contraception.

(b) Tasks providing evidence for other units

Preparation for pregnancy and birth of the baby.

LO1, LO2, LO3, and LO4 can be assessed by candidates completing set tasks as suggested below:

Task: Produce an advert for the role of a parent/s giving a full job description detailing their roles and responsibilities.

Task: Produce a powerpoint presentation/leaflet/chart on the different types of contraception, including their efficiency and reliability.

Task: Produce a powerpoint presentation/leaflet describing the importance of pre-conception care

Task: Design an informative leaflet showing the importance of ante-natal care for the expectant mother and unborn child.

Task: Working in three groups, research your allocated stage of labour, producing a visual presentation and talk describing what happens. Each group to present to the class.

Task: Produce a chart comparing the advantages and disadvantages of a home versus a hospital birth.

Task: Produce a PowerPoint presentation/leaflet on the different types of pain relief available during labour.

Task: Brainstorm the role of the partner during child-birth.

The family

Task: Complete an advantages/disadvantages chart on nuclear and extended families.

Task: Produce a chart showing the differences between fostering and adoption.

Task: Carry out a brainstorm about the challenges faced by single parent families.

Task: Complete a matching card game on families using cards with the name of the family type and definitions of each.

Task: Produce a poster/chart/leaflet/PowerPoint presentation to show knowledge of the different types of family structures.

Task: Research the functions of the family and physical and emotional needs of new parents. Produce a poster/chart/leaflet/PowerPoint presentation to show your knowledge.

Task: Carry out a survey/questionnaire into the roles of different family members and present your findings. Choose a family from the television (e.g. Eastenders, Coronation Street) and write about the members of the family, their relationships, the functions of the family, roles and support provided etc.

Task: Carry out a research project into the differing customs in child rearing relating to race, religion or chosen lifestyle. Use the internet to find out about family life in other countries – e.g. draw the flag, what is the capital city?, popular landmarks/tourist attractions, find out five important facts about family life in etc.

Task: Carry out research on problems affecting families and how statutory and voluntary agencies can provide support. Discuss each problem and also find out what support is available for families.

Task: Work in groups with each member using the internet to find out about the work of a different voluntary agency. Present your findings as a poster/leaflet or power point presentation.

Task: Find out the most common childhood accidents and find out how they are caused.

Task: Produce a poster/leaflet or PowerPoint presentation on safety in a child's environment including home, garden and road safety.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements

CONTRACEPTION INFORMATION – ENTRY 3

ASSESSMENT RECORD

Candidate Name _____

Candidate No._____

Centre Name _____

Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 List methods of contraception.		
AC1.2 State the strengths and weaknesses of each method of contraception listed.		
AC2.1 Identify where support on contraception can be obtained.		
AC2.2 Give examples of professionals available to talk to individuals about contraception.		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Choices and Decisions
Unit Ref. No.	J/503/2774
Entry Code	6123/E2
Level	Entry 2
Credit value	1
Unit aim	This unit aims to provide learners with the opportunity to develop decision-making skills which will enable them to make appropriate choices in their own lives.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know that choices can be made.	AC1.1 Suggest where choices can be made.
LO2 Be able to take part in decision-making.	AC2.1 Take part in making a decision about an aspect of their life.

Title	Choices and Decisions
Unit Ref. No.	L/503/2775
Entry Code	6123/E3
Level	Entry 3
Credit value	1
Unit aim	This unit aims to provide learners with the opportunity to develop some decision-making skills which will enable them to make appropriate choices in their own lives.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know that choices can be made in activities.	AC1.1 Identify activities where choices can be made.
LO2 Know that choices can be made in daily events.	AC2.1 Identify daily events where choices can be made.
LO3 Be able to make a decision.	AC3.1 Identify choices involved. AC3.2 Select an option.

2. Amplification of Content

The following suggestions should be considered in the context of

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

LO1

The learner needs to appreciate that they are making choices on a regular basis, at home, in school, in the community, particularly in terms of:

- Food - what to eat, how is it cooked, eating a healthy diet
- Fashion - what to wear on particular occasions, keeping up with trends
- Transport - how to get to a particular place - walk or catch a bus
- Entertainment - how shall we spend our time - cinema, bowling, leisure centre, disco etc
- Schoolwork - choosing to do homework or going out
- Careers - what do I want to do? what qualifications will I need? etc.
- Relationships - who are my best friends? who do I like being with? etc.

LO2

The learner needs to appreciate that the choices they make will have a variety of consequences.

That some will have an immediate effect and others are more long-term.

The choices should relate as far as possible to their lifestyle and should range from the simple to the more complex (e.g. who they socialise with, who they may confide in, about where to live, who to live with, how much support they need, how to spend their money).

The learner should also be afforded the opportunity to make a variety of choices from given options such as:

- Passive or active involvement in sport
- What type of TV programme to watch
- How to get to a particular destination

The learner should also be able to justify their decisions.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Closely related units to be delivered along with choices and decisions are:

- Working towards goals
- Developing self
- Preparing for work experience
- Myself within the community
- Planning a journey

3.2 Resources

Low Cost, No Cost Youth Work:101 Positive Activities for Young People: Vanessa Rogers

Internet websites:

www.nya.org.uk
www.youthwork.com/activitiesinit.html
www.theproblemsolvingcompany.co.uk

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters PowerPoint presentations, DVDs, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the assessment record form.

4.2 Examples of Tasks

Task 1 Produce a spider diagram that identifies a variety of routines where you make choices and which are related to school or work, or home.

Task 2 Produce a wall chart that identifies activities that have to be done and activities that you can choose to do.

Task 3 Prepare a presentation for your group, identifying your choice between a number of options you have been given, demonstrating that your understanding that by making a choice, you cause something to happen.

Task 4 Prepare a presentation for your group in which you identify two options that you might take in a given situation (e.g. share a room/have own room; take the bus/walk etc.).

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning outcomes may be common but assessment criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements
- Post-results services

CHOICES AND DECISIONS - ENTRY 2

ASSESSMENT RECORD

Candidate Name _____

Candidate No._____

Centre Name _____

Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 Suggest where choices can be made.		
AC2.1 Take part in making a decision about any aspect of life.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

CHOICES AND DECISIONS - ENTRY 3

ASSESSMENT RECORD

Candidate Name _____

Candidate No._____

Centre Name _____

Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 Identify activities where choices can be made.		
AC2.1 Identify daily events where choices can be made.		
AC3.1 Identify choices involved in decision making.		
AC3.2 State choices made.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Myself within the Community
Unit Ref. No.	Y/505/6013
Entry Code	6124/E2
Level	Entry 2
Credit value	2
Unit aim	This unit aims to enable learners to develop an awareness of their community and equip them with the skills and confidence to use various local services and facilities.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know about local communities.	AC1.1 Identify 'local community'.
LO2 Know the various facilities/services within a community.	AC2.1 Identify the facilities/services within a community. AC2.2 Describe the facilities/services.

Title	Myself within the Community
Unit Ref. No.	H/503/2779
Entry Code	6124/E3
Level	Entry 3
Credit value	2
Unit aim	This unit aims to enable learners to develop an awareness of their community and equip them with the skills and confidence to use various local services and facilities.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Understand the local community.	AC1.1 Identify 'local community'. AC1.2 Describe responsibilities of belonging to a community.
LO2 Be able to use various facilities/services within a community.	AC2.1 Identify facilities/services within a community. AC2.2 Describe facilities/services. AC2.3 Use community facilities/services.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

LO1

The learner will need to appreciate and understand what is meant by the term ‘local community’ and be able to identify the boundaries of their own particular community in its various forms:

- Geographic - i.e. the area in which they live and spend most of their time
- Cultural - the traditions and accepted behaviours in their local area
- Political - the way in which politics plays a major part in the make-up of their community and the way it is run
- Economic - the way local businesses and places of work play a part in making up their community

LO2

The learner will need to appreciate, and where possible use appropriately, a wide range of local facilities, such as educational institutions, leisure facilities, civic amenities. This should include as broad a spectrum as possible:

School facilities, libraries, leisure centres, swimming pools, historic sites, tourist attractions, parks, sporting venues, museums, cinemas, bowling complexes, supermarkets, bus/railway stations, etc.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Closely related units likely to be delivered along with Myself within the community are:

- Working towards goals
- Developing self
- Environmental awareness
- Choices and decisions
- Preparing for work

3.2 Resources

Appropriate PSE/PSHE texts within the centre
Local authority leaflets
Leaflets from charities and voluntary organisations
WJEC support materials (legacy specifications & new)
Internet websites
www.communityaction.org.uk

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters, PowerPoint presentations, DVDs, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the Record Form.

4.2 Examples of tasks

Task 1 Produce a wall display including a map of the area in which you live with photos of some of the important places.

Task 2 Prepare a presentation to the group explaining that belonging to a community brings with it certain responsibilities, e.g. putting litter in the bin or keeping noise down when returning home late in the evening), etc.

Task 3 Prepare a PowerPoint presentation showing the differing services provided by various facilities, e.g. benefits of using the post office, cash from the ATM, fun at a swimming pool, etc.

Task 4 Prepare a presentation showing why you prefer to use one service rather than another, e.g. using a cinema or a library.

Task 5 Carry out a number of simple tasks in the community, where you will be observing usual behaviour for those services (e.g. waiting in a queue, paying for a service, etc.) and prepare a report.

Task 6 Visit and use at least one of the services offered by the community (e.g. by going to a library, a leisure centre, a museum, etc.) and prepare a PowerPoint presentation on the visit.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements
- Post-results services

MYSELF WITHIN THE COMMUNITY - ENTRY 2

ASSESSMENT RECORD

Candidate Name _____

Candidate No._____

Centre Name _____

Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 Identify 'local community'.		
AC2.1 Identify the facilities/services within a community.		
AC2.2 Describe the facilities/services.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

MYSELF WITHIN THE COMMUNITY - ENTRY 3

ASSESSMENT RECORD

Candidate Name _____

Candidate No._____

Centre Name _____

Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 Identify local community.		
AC1.2 Describe responsibilities of belonging to a community.		
AC2.1 Identify facilities/services within a community.		
AC2.2 Describe facilities/services.		
AC2.3 Use community facilities/services.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Planning a Journey
Unit Ref. No.	R/503/2776
Entry Code	6125/E2
Level	Entry 2
Credit value	1
Unit aim	This unit aims to enable learners to develop the skills and understanding of how to plan and undertake a journey within their community.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Be able to plan a journey within the community.	AC1.1 Plan a route within the community.

Title	Planning a Journey
Unit Ref. No.	Y/503/2777
Entry Code	6125/E3
Level	Entry 3
Credit value	1
Unit aim	This unit aims to enable learners to develop the skills and understanding of how to plan and undertake a journey within their community.

Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Be able to plan journeys.	AC1.1 Identify routes of journeys. AC1.2 Identify methods of transport for journeys.
LO2 Be able to undertake a variety of journeys.	AC2.1 Use appropriate route to undertake journeys. AC2.2 Use appropriate methods of transport to undertake journeys.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

LO1

The learner will need to understand the various stages in planning even the simplest of journeys, e.g. where they're going, timings, cost, road safety, personal safety, responsibilities to others etc.

- Whether it's possible to undertake the journey on foot
- The various forms of public transport available
- Whether to travel alone or in the company of others
- What is going to be the cheapest option

LO2

The learner will need to undertake the differing forms of journey they may plan:

Journeys may differ e.g. to local shop, leisure centre, cinema, etc.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Closely related units to be delivered along with Planning a journey are:

- Choices and decisions
- Preparing for work experience

3.2 Resources

WJEC support materials
Local travel timetables

Internet websites:

www.child-safe.org.uk/products/books/
www.ulsterbus.co.uk/Corporate/Corporate...-/Safety-/Travel-Safe-/
www.safetravel.co.uk/PersonalSafetyChildren.html

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters, PowerPoint presentations, DVDs, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the assessment record form.

4.2 Examples of Tasks

Task 1 Produce a plan of at least one journey in your community identifying a starting point and a finishing point for each journey.

Task 2 Undertake and log the planned journey(s), including the modes of transport.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements
- Post-results services

PLANNING A JOURNEY - ENTRY 2

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence
AC1.1 Plan a route within the community.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

PLANNING A JOURNEY - ENTRY 3

ASSESSMENT RECORD

Candidate Name _____

Candidate No._____

Centre Name _____

Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 Identify routes of journeys.		
AC1.2 Identify methods of transport for journeys.		
AC2.1 Use appropriate route to undertake journey.		
AC2.2 Use appropriate methods of transport to undertake journeys.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS – ENTRY QUALIFICATIONS

Title:	Maintaining Healthy Hair
Unit Ref. Nos.	L/602/0149
Entry Codes	6159/E2
Level	Entry 2
Credit value:	3
Unit aim:	This unit aims to enable learners to acquire a basic knowledge and understanding of hair care.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know the structure of a hair.	AC1.1 Identify the three main parts of a hair.
LO2 Know about different hair types and appropriate care products.	AC2.1 Identify three different hair types. AC2.2 Identify hair products for different hair types.
LO3 Be able to shampoo and condition the hair.	AC3.1 Use three shampooing techniques. AC3.2 Use a basic surface conditioner.

Title:	Maintaining Healthy hair
Unit Ref. Nos.	F/600/8953
Entry Codes	6159/E3
Level	Entry 3
Credit value:	3
Unit aim:	This unit aims to enable learners to acquire a basic knowledge and understanding of hair care

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Understand hair structure.	AC1.1 Identify the three main parts of a strand of hair. AC1.2 Describe the different parts of a hair.
LO2 Know about different hair types.	AC2 .1 Describe three hair types.
LO3 Know about appropriate hair care products.	AC3.1 Explain the suitability of products for particular hair types.
LO4 Be able to shampoo and condition hair.	AC4.1 Use three shampooing techniques. AC4.2 Use different conditioning treatments.

2. Amplification of Content

The following suggestions should be considered in the context of

- The level the learner is working at
- Providing opportunities for progression
- Centre facilities and resources

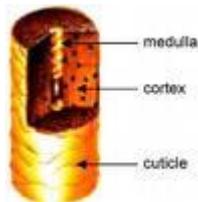
LO1

Learners will need to be taught the basic structure of a strand of hair.

Provide learners with diagrams, images of the hair structure for them to label, colour etc. (see example below).

Provide opportunities for learners to view strands of hair under a microscope.

Group work should be encouraged.



LO2

Provide opportunities for learners to learn about different hair types. Also help the learners develop the skill of choosing the correct hair products for the type of hair they are working with.

Four different hair types listed below.

Normal Hair

- It is shiny yet not greasy and fairly easy to manage.
- It can become fly away a day after the set but it soon settles down and looks good for about a week.

Oily Hair

- Looks good for a day or two after shampooing but then quickly becomes lifeless.
- Groups of hair cling together in unattractive strands and the head feels dirty.
- It often has the problem of dandruff.

Dry Hair

- It is difficult to control dry hair after shampooing. Looks dull and has ends that are dry and split. Even just before shampooing the ends look dry.
- The head too feels dry and sometimes itchy. Dry hair breaks off very easily.
- Sometimes there are dry flakes of skin around the hair line.

Combination Hair

- It is the combination of both greasy and dry hair.
- It is usually fairly long and the hair nearest the head is greasy while the ends are dry.
- After shampooing, the hair looks good except for the ends.
- Ends look difficult to set smoothly, split and lighter in colour than the roots.
- But by the time hair needs shampooing again, ends look quite good.

LO3

Learners will need to be taught shampooing techniques (listed below) and opportunities provided for students to demonstrate these techniques through group work and practical sessions. Also learners will learn about surface conditioners and different conditioning treatments. They will learn of the benefits of conditioners. Treatments can be carried out on each other.

Shampooing techniques

Effleurage:

This is used to spread the shampoo throughout the hair at the start and also when you apply the shampoo again for the second wash. This is a relatively slow but continuous stroking movement using the flat of the hand. Fingers should be held together, whilst each stroke moves continuously into the next. This is the first massage you do before any stimulation movements. This movement is used to apply and distribute products like shampoo. This movement is also used to rinse products out of the hair.

Effleurage will:

- improve the skin functions
- soothe the nerve endings and muscles
- help to make your client feel good and relaxed

Rotary:

This is a deeper and faster movement used during the shampoo. Use your fingertips to create small, fast, circular movements all over the scalp.

Friction:

For this movement use fingertips to create a light rubbing movement that is circular in motion. This will help to lather the shampoo. Do ask your client if your movements are too hard for them, but most clients do like to feel a strong movement. Remember this rotary movement is used to clean the hair and remove all existing products.

Petrissage:

This is still a circular movement but much slower. Use the pads of the fingers to create a gripping and kneading action. You should be gentle at the start to help loosen the scalp and then start to increase the pressure. Then create friction with a much quicker movement to stimulate the blood circulation. This is normally used to help penetrate the conditioner into the hair.

Petrissage will:

- Break down the fatty congestions
- Help disperse waste products
- Stimulate nerves
- Stimulate muscles
- Stimulate the blood flow
- Stimulate sebaceous glands
- Increase the flow of sebum

Other factors learners should consider:

- Make sure the client is comfortable
- Check the temperature of the water on the back of your hand
- Is it too hot?
- Is it too cold?
- If the water is too cold you will not get the hair clean
- Turn off the taps between shampoos
- Always rinse carefully
- Make sure all the shampoo and conditioner has gone
- Keep shampoo out of client's eyes and ears
- Wrap client's hair in a clean towel when you have finished

Conditioners and conditioning treatments

Conditioning treatments come in a variety of basic formulas, and each of these serves to treat specific needs:

Rinse-through conditioners/surface conditioners: are finishing rinses or cream rinses that are rinsed out after they are worked through the hair for detangling. This type of conditioner includes the basic conditioner formulas found with their companion shampoo formula by countless brands and makers. Rinse-through conditioners usually have a one-to-three minute application time and primarily affect the outer layer of the hair shaft, smoothing the cuticle and making the hair feel silkier and easier to comb. They are also used to protect the hair from potential damage during heat-styling processes.

Rinse-through conditioners are the most commonly found and – being formulated for oily, normal and dry hair types – are great for use in your regular hair care regime after shampooing for long-term healthy hair maintenance.

Treatment or repair conditioners: are the more deeply penetrating formulas that are left on the hair from ten to twenty minutes (sometimes being capped and placed under the heat of a dryer to speed penetration). These conditioning formulas often include ingredients to restore proteins and moisture to the hair. Hair moisturising masques and protein packs fall into this category. Moisture-rich versions of these deep conditioners are especially good for chronically dry hair because of the full penetration of the moisture agents in the product, as well as ingredients to then smooth the cuticle and seal in the moisture that has been added. The high-protein versions of this product are designed to gently swell the hair, allowing it to pass through the cuticle of the hair shaft and replenish the proteins in the cortex, restoring the strength and elasticity of the hair. Protein packs are especially good for use prior to wet set styling to give better, longer-lasting results.

Hair treatments and repair conditioners are best used to treat specific hair issues. If you have severely dry hair, a deep conditioner can restore softness and moisture. If your problem is brittle, weak hair, then a high-protein repair conditioner can strengthen and revitalise the damaged hair. These deep-care treatments should be used no more than once a week, and are great in conjunction with your normal rinse-through conditioning agent and even leave-in preparations used for added protection.

Leave-in conditioners: are designed for just that – to be applied and left in the hair with no rinsing. They are generally light, moisture-rich formulas designed to prevent dryness and smooth tangles without weighing down the hair. These formulas can be designed for application after shampooing, but before towel-drying the hair, or can be found in spray-on formulas to allow more-controlled application or give extra protection as needed.

Leave-in formulas can be particularly useful in situations of combination hair. If you have trouble with dry, fly-away hair caused by daily shampooing, but daily conditioning causes your hair to be flat and appear oily at the scalp, a spray-on leave-in conditioner will allow you to target the ends of the hair where the dryness occurs.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Closely related unit likely to be delivered along with Maintaining healthy hair:

- Maintaining healthy skin and nails

3.2 Resources

The following examples are provided merely to indicate the wide range of Resources available:

Books and magazines

Hairdressing journal magazine
Begin Hairdressing: The Official Guide to Level 1

S/NVQ Level 1 Introducing Hairdressing (S/NVQ Level 1 Hairdressing) (S/NVQ Hairdressing for Levels 1 2 and 3) (Paperback) by Christine McMillan-Bodell

VTCT Level 1 Foundation Diploma in Hair and Beauty Studies: Student Book by Samantha Taylor (Paperback - 15 Oct 2009)

Web sites

<http://www.vtct.org.uk>
<http://www.follicle.com/hair-structure-life-cycle.html>
<http://www.hairfinder.com/hairquestions/analyzinghair.htm>
<http://www.habia.org>

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units (e.g. Maintaining healthy skin and nails)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the assessment record form.

4.2 Examples of Tasks

(a) Tasks specific to Maintaining healthy hair

Task 1 Imagine you want to style your hair to look fantastic for a special night out. List the factors which could prevent you achieving the required effect.

Task 2 Complete the chart below on conditions that can affect hair style choices.

Condition	Appearance	Cause	Treatment
Fragilitus crinium (split ends)			
Damaged cuticle			
Trichorrhexis nodosa Seborrhoea (greasy hair and scalp)			

Task 3 Think about three different hair types, (e.g. dry, greasy, combination). Produce a poster to show household items that can be used in shampoo to help improve these types of hair.

Task 4 Gather information about different hair products. Design a poster listing what each product is, and what use it has. Products should range from budget to more expensive. (Approx 10 products)

Task 5 Find out how hair styles have differed over the years. Use the internet and text books for research. Create a mood board to show findings. To include:

- A variety of pictures
- Male and female styles
- Tools, products and accessories they would have used

Task 6 Take a photograph of yourself before and after shampooing and styling. Produce an account of how you achieved the effect.

(b) Tasks providing evidence for other units/extension work

Task Anthea recently moved to the UK, and would like to visit a hairdresser but there are lots of different salons in her town. List what should Anthea look for when looking for a good salon.

Task Imagine you are going into a hairdressing salon for the first time.

- How do you think the stylist should be dressed?
- What do you think the atmosphere should be like?
- Why do you think the salon and its employees need to follow basic hygiene and health and safety guidelines?

Task Create a poster or information pamphlet outlining health and safety responsibilities in a hairdressing salon.

Task Research the potential hazards that can exist in a salon, relating to tools, products and equipment. List the hazards and ways to avoid them. Then select three hazards and create a poster to make others aware of them. Think about making it eye-catching and clear for readers.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements
- Post-results services

MAINTAINING HEALTHY HAIR: ENTRY 2

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence
AC1.1 Identify the three main parts of a hair.		
AC2 .1 Identify three different hair types.		
AC2.2 Identify hair products for different hair type.		
AC3.1 Use three shampooing techniques.		
AC3.2 Use a basic surface conditioner.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

MAINTAINING HEALTHY HAIR: ENTRY 3

ASSESSMENT RECORD

Candidate Name _____

Candidate No._____

Centre Name _____

Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 Identify the main parts of a strand of hair.		
AC1.2 Describe the different parts of a hair.		
AC2 .1 Describe three different hair types.		
AC2.2 Explain the suitability of products for different hair types.		
AC3.1 Use three shampooing techniques.		
AC3.2 Use different conditioning treatments.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS – ENTRY QUALIFICATIONS

Title:	Maintaining healthy skin and nails
Unit Ref. Nos.	D/600/8944
Entry Codes	6160/E2
Level	Entry 2
Credit value:	3
Unit aim:	This unit aims to enable learners to acquire a basic knowledge and understanding of general skin and nail care.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know about different skin types and appropriate care products.	AC1.1 Identify four different skin types. AC1.2 Name different products for cleansing, toning and moisturising different skin types.
LO2 Know different factors that contribute to the condition of skin and nails.	AC2.1 List factors that contribute to the condition of skin. AC2.2 List factors that contribute to the condition of nails.
LO3 Be able to use products and equipment as part of a nailcare routine.	AC3.1 Choose the correct products and equipment for a manicure from a given selection. AC3.2 Use products and equipment correctly.

Title:	Maintain healthy skin and nails
Unit Ref. Nos.	K/600/8946
Entry Codes	6160/E3
Level	Entry 3
Credit value:	3
Unit aim:	This unit aims to enable learners to acquire a basic knowledge and understanding of general skin and nail care.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know about different skin types and skin care products.	AC1.1 Identify and describe four different skin types. AC1.2 Explain the suitability of products for cleansing, toning and moisturising different skin types.
LO2 Know about different factors that contribute to the condition skin and nails.	AC2.1 Identify factors that contribute to the condition of skin and nails. AC2.2 Describe how skin and nail condition can be affected by health factors.
LO3 Be able to use products and equipment for a nailcare routine.	AC3.1 Select the correct products and equipment for a nailcare. AC3.2 Use products and equipment correctly.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

LO1

Opportunities should be provided for learners to learn about different skin types and products. Help should be given to the students to develop the skill of choosing the correct product for their type of skin. It is advisable to keep it simple and not to go into too much depth. The four main skin types are:

1. Normal/combination
2. Dry
3. Greasy/oily
4. Sensitive

The main features of the four different skin types are listed below:

- **Type 1: Combination/normal** – This skin type has medium pores, a smooth and even texture, good circulation, healthy colour, may tend toward dryness on the cheeks while being oily in the t-zone.
- **Type 2: Dry** – Dry skin feels tight, especially after cleansing. There will be a tendency towards fine wrinkles, flaking and red patches. In women of colour, skin may appear ashy or dull from dead skin build-up.
- **Type 3: Greasy/oily** – Oily skin tends to be shiny with enlarged pores, and is prone to blackheads and blemishes. The client might experience some tightness.
- **Type 4: Sensitive** – Sensitive skin tends to be thin, delicate with fine pores. It flushes easily, is prone to broken capillaries, is frequently allergic and can be rashy.

Group work – Learners could bring in products they use at home, and then analyse each others skin to see if they use the correct products for their skin type

LO2

The learners should be provided with opportunities to find out factors that contribute to healthy skin and nails, which could include:

stress - genetic inheritance - ethnicity - hormones - weather (cold and hot) - central heating - wrong products used - prolonged illness - medication or drugs - poor nutrition - age - smoking - drinking alcohol - allergies.

Learners can collect information from books and the internet, or can be provided with work sheets from the tutor.

LO3

Accurate knowledge of products tools and equipment is essential.

Learners could gain knowledge from an organised trip to a supplier or nail bar.

Opportunities should be provided for learners to learn how to use and evaluate a range of products and equipment.

Suggestions - Emery boards

Orange sticks

Nail buffer

Cuticle nipper

Cuticle cream

Nail varnish/enamel

Varnish remover

Learners will need to be aware of rules for safe use and care of the equipment to comply with health and safety regulations.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Closely related units likely to be delivered along with Maintaining healthy skin and nails:

Maintaining healthy hair

3.2 Resources

The following examples are provided merely to indicate the wide range of resources available:

Books and magazines

Beauty therapy fact file second edition

VTCT Level 1 Foundation diploma in hair and beauty studies

The beauty salon and its equipment

Beauty therapy the basics

Web sites

www.babtac.com (BABTAC – The British Association of Beauty Therapy & Cosmetology)

<http://www.vtct.org.uk>

<http://www.habia.org>

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units (maintain healthy skin and nails)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the assessment record form.

4.2 Examples of Tasks

(a) Tasks specific to maintaining healthy skin and nails

Task 1 Gather information about different beauty products. Design a poster listing what each product is, and what use it has. Products should range from budget to more expensive. (approx 10 products)

Task 2 Produce a poster/leaflet identifying the four different skin types.

Task 3 Research using books and the internet the appearance of these nail conditions:

- A nail infection
- Torn or bit cuticle
- Damaged matrix
- Pressure/bruising on the nail
- Lifted nail bed
- Bitten nails and skin

Present your findings to your group.

Task 4 Create a survey to find out how healthy/non healthy people are, ask around ten people questions such as:

- How many fizzy drinks do you drink in a day?
- How much fruit do you eat each day?
- How often do you exercise?
- How many hours do you sleep in a night?
- Do you smoke?
- How would you describe the condition of
a. your hair b. your skin c. your nails?

Gather your answers to find out if looking after yourself helps promote healthy skin nails and hair.

Task 5 Produce a leaflet or write a list of the products and equipment needed for a nailcare treatment.

(b) Tasks Providing Evidence for Other Units/extension work

Nail care/skin care

Task Jenny recently moved to the UK, and would like to visit a beauty therapist for a manicure or a facial. There are lots of different salons in her town. List what should Jenny look for when looking for a good salon?

Task Imagine you are going into a beauty salon for the first time.

- How do you think the stylist should be dressed?
- What do you think the atmosphere should be like?
- Why do you think the salon and its employees need to follow basic hygiene and health and safety guidelines?

Task Create a poster or information pamphlet outlining health and safety responsibilities in a beauty salon.

Task Research the potential hazards that can exist in a beauty salon, relating to tools, products and equipment. List the hazards and ways to avoid them. Then select three hazards and create a poster to make others aware of them. Think about making it eye catching and clear for readers.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements
- Post-results services

MAINTAINING HEALTHY SKIN AND NAILS: ENTRY 2

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence
AC1.1 Identify four different skin types.		
AC1.2 Name different products for cleansing, toning and moisturising different skin types.		
AC2.1 List factors that contribute to the condition of skin and nails.		
AC2.2 List factors that contribute to the condition of nails.		
AC3.1 Choose the correct products and equipment a manicure from a given selection.		
AC3.2 Use products and equipment correctly.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

MAINTAINING HEALTHY SKIN AND NAILS: ENTRY 3

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence
AC1.1 Identify and describe four different skin types.		
AC1.2 Explain the suitability of products for cleansing, toning and moisturising different skin types.		
AC2.1 Identify factors that contribute to the condition of skin and nails.		
AC2.2 Describe how skin and nail condition can be affected by health factors.		
AC3.1 Select the correct products and equipment for nailcare.		
AC3.2 Use products and equipment correctly.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS – ENTRY QUALIFICATION

Title:	Food and Health
Unit Ref No.	A/600/8921
Entry Code:	6164/E2
Level:	Entry 2
Credit value:	4
Unit aim:	The unit aims to provide learners with the opportunity to develop an understanding of the link between food and health.

Learning outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Understand the principles of a healthy diet.	AC1.1 Give basic explanation of current nutritional guidelines. AC1.2 Identify the main nutrients needed by the body. AC1.3 Illustrate results of poor food choice.
LO2 Be able to apply dietary knowledge to plan meals to meet dietary needs.	AC2.1 Identify dishes/meals from a selection.
LO3 Be able to use a range of practical skills to make healthy meals/food items.	AC3.1 Prepare a number of healthy dishes e.g. salads, soups, fruit dishes, stir fry, kebabs.

Title:	Food and Health
Unit Ref No.	Y/600/8926
Entry Code:	6164/E3
Level:	Entry 3
Credit value:	4
Unit aim:	The unit aims to provide learners with the opportunity to develop an understanding of the link between food and health.

Learning outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know the principles of a healthy diet.	AC1.1 Identify current nutritional guidelines. AC1.2 Identify the main nutrients needed by a body. AC1.3 Identify food sources for the main nutrients.
LO2 Be able plan meals to meet dietary needs.	AC2.2 Review sample diets. AC2.2 Plan healthy meals.
LO3 Be able to use a range of practical skills to make healthy meals/food items.	AC3.1 Prepare dishes using healthy/alternative foods/cooking methods.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

LO1

Learners will need to gain an understanding of what constitutes as a balanced diet.

This should include:

- An understanding of current nutritional guidelines
- Knowledge of the main nutrients required by the body: functions, sources in the diet
- Energy and food balance
- Results of poor food choice: obesity, nutritional deficiencies, e.g. Anaemia, tooth decay, skin problems, high cholesterol

Learners could produce posters/charts/leaflets to demonstrate their knowledge.

LO2

Learners will need to be given the opportunity to plan diets for people with different dietary needs.

Learners to collect a bank of recipes for:

- Toddlers
- Pregnant women
- Teenagers
- Vegetarians
- Coeliacs
- Ageing population
- People recovering from illness or at risk of illness e.g. Obesity, heart disease.

Learners could produce posters/charts/leaflets covering points to consider when planning meals for the range of clients/people with different dietary needs looked at.

LO3

Learners will need to know how to make a selection of dishes to suit a variety of needs.

And explore different cooking methods: stir frying, baking, grilling, contact grill, slow cooker etc.

They need to have the opportunity to participate in individual, group or experimental sessions.

The following list of suggested dishes is not exhaustive:

- Dishes containing fruit and vegetables
- Vegetable curry/lasagne, soups, coleslaw, salads, stuffed green peppers, filled jacket potatoes
- Fresh fruit salad, fruit tarts/crumbles, mousses/fools, muffins
- Dishes using wholemeal pasta
- Macaroni cheese, pasta bake, spaghetti bolognese
- Use of quorn: chilli con carne, shepherds pie, vegetarian burgers

Basic recipes adapted e.g.: Use of artificial sweetener in desserts/cakes/buns
Half fat margarine/butter used in traditional recipes
Use of wholemeal flour: pizza bases, bread products, cakes
Gluten free products.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all of completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners.

For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.

Closely related units likely to be delivered along with Food and health are:

- Food preparation, cooking and serving
- Health, safety and hygiene

In developing individual learning plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as Healthy living and Developing self. As well as course content, it is advisable to think about coverage of associated assessment criteria.

3.2 Resources

Recipe books as available in the centre

Text books

All about Food – McGrath H

Understanding Cookery

Food Choice – Anita Tull

The Food Magazine

BBC Good food magazine

BBC Olive magazine

Range of women's magazines feature weight reduction menu plans

WJEC Food Studies Resource booklet

Healthy eating literature: government, supermarket, manufacturers

Internet web-sites

www.nhs.uk

www.foodafactoflife.org.uk

www.nhs.uk

www.patient.co.uk

www.eatwell.gov.uk

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units (e.g. food and health)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the assessment record form.

4.2 Examples of Tasks

(a) Tasks specific to food and health

Task: Produce a leaflet/poster on what is meant by a “balanced/healthy diet”.

Task: Produce a power point on the different nutrients needed by the body.

Task: Set up a display of foods and explain to others in the class how they would fit into a daily diet.

Task: Design a game to show what happens to people who make poor food choices.

Task: In groups plan a range of meals to meet a range of dietary needs. Present your findings to each other.

(b) Tasks providing evidence for other units

Food preparation

Task: Keep a diary/photographic evidence/recipe book of the dishes you have made and make a note of important points that need to be considered when preparing and storing the item prior to serving.

Basic cookery

Task: Keep a diary/photographic evidence/recipe book of the dishes you have made and record what went well and how you would improve it if you made it again.

Food science

Task: Eggs have many different uses when preparing meals. Prepare and serve two dishes which show different uses of eggs.

Task: Many different kinds of cereals are used when preparing meals. Prepare, cook and serve two dishes which show the use of different cereals.

Food preparation, cooking and serving

Task: A young married couple have a limited budget. Plan and cook two dishes which would be suitable for their evening meal.

Task: You and your four-year-old brother are going out for the day. Prepare and pack a suitable lunch for both of you.

Task: Your best friend, who is a vegetarian, is coming to lunch. Prepare and serve two dishes she would enjoy.

Task: As a learner, you have limited time to prepare meals. Use some convenience foods to help in preparing a healthy two-course evening meal for yourself and a friend.

Health, safety and hygiene

Task: Many items of modern equipment save time and energy. Show how the use of one item of equipment can help you prepare a 2 course meal more efficiently.

Task: Plan and make a selection of dishes which could be served at an end-of-term buffet at your local youth club, include sweet and savoury dishes.

Task: Produce a revision booklet for year 11 students on: "All there is to know about Food Poisoning"

You will need to include: causes of food poisoning, types of food poisoning, and rules to remember to prevent food poisoning.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements

FOOD AND HEALTH – ENTRY 2**ASSESSMENT RECORD**

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence
AC1.1 Give basic explanation of current nutritional guidelines.		
AC1.2 Identify the main nutrients needed by the body.		
AC1.3 Illustrate results of poor food choice.		
AC2.1 Identify dishes/meals from a selection.		
AC3.1 Prepare a number of healthy dishes, e.g. salads, soups, fruit dishes, stir fry, kebabs.		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

FOOD AND HEALTH – ENTRY 3**ASSESSMENT RECORD**

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No _____

Assessment Criteria	Met	Evidence
AC1.1 Identify current nutritional guidelines.		
AC1.2 Identify the main nutrients needed by a body.		
AC1.3 Identify food sources for the main nutrients.		
AC2.1 Review sample diets.		
AC2.2 Plan healthy meals.		
AC3.1 Prepare dishes using healthy/alternative foods/cooking methods.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS – ENTRY QUALIFICATION

Title:	Food Preparation, Cooking and Serving
Unit Ref No.	K/600/8929
Entry Code:	6167/E2
Level:	Entry 2
Credit value:	4
Unit aim:	This unit aims to enable learners to acquire the knowledge and skills required to prepare, cook and serve a range of dishes.

Learning outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Be able to use basic food preparation skills.	AC1.1 Use basic food preparation skills when cooking. AC1.2 Weigh and measure food.
LO2 Be able to select suitable equipment to complete set tasks.	AC2.1 Select correct equipment with guidance. AC2.2 Use equipment safely and hygienically.
LO3 Be able to cook and serve a selection of dishes.	AC3.1 Prepare, cook and serve a selection of dishes e.g. pasta dishes; pastry; sweet and savoury dishes using fruit and vegetables; snacks; party foods.

Title:	Food Preparation, Cooking and Serving
Unit Ref No.	H/600/8931
Entry Code:	6167/E3
Level:	Entry 3
Credit value:	4
Unit aim:	This unit aims to enable learners to acquire the knowledge and skills required to prepare, cook and serve a range of dishes.

Learning outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Be able to use a selection of basic food preparation skills.	AC1.1 Use appropriate food preparation skills when producing food. AC1.2 Accurately weigh/measure dry foods/liquids.
LO2 Be able to select suitable equipment to complete set tasks.	AC2.1 Identify and select correct items of equipment for preparing and serving food. AC2.2 Use equipment accurately. AC2.3 Use equipment safely and hygienically.
LO3 Be able to cook and serve a selection of dishes.	AC3.1 Prepare cook and serve a selection of dishes of consistent quality e.g. pasta dishes; pastry; sweet and savoury dishes using fruit and vegetables; snacks; party foods.

2. Amplification of Content

The following suggestions should be considered in the context of:

- The level the learner is working at
- Providing opportunities for progression
- Centre facilities and resources

LO1

Learners will need to be taught basic food preparation skills to include:

knife skills (chopping, dicing); rubbing in; creaming; mixing; rolling out, shaping and forming linked to the preparation or use of:

- Meat, poultry
- Fish
- Eggs
- Dairy products
- Cereals, flour, rice, pasta
- Vegetables
- Fruit
- Convenience products
- Sauces
- Basic dough products
- Basic pastry products
- Cakes, sponges and scones

N.B. The above list is not exhaustive.

Learners need to be taught how to use:

- weighing scales
- measuring jugs
- measuring cones
- measuring spoons/handy measures

LO2

Opportunities should be provided for learners to use a range of equipment as available in the centre, through standard practical work and experimental work.

This should include:

- Small and large scale equipment
 - hand equipment
 - powered equipment
- Small and large scale food service equipment
 - hand equipment
 - powered equipment

Depending on availability, the following equipment is suggested:

- Vegetable peeler
- Cook's knife
- Mouli grater
- Electric hand held mixer, freestanding food mixers, liquidisers
- Hand blenders/rotary whisks/balloon whisks
- Food processors
- Bread makers
- Contact grills/sandwich makers
- Pressure cookers/steamers
- Wok/bakestone/griddle
- Microwave

Experimental work could include

- Potato peeler versus a vegetable knife for peeling potatoes
- Electric whisk versus a rotary balloon whisk for whisking egg whites
- Food processor for rubbing up pastry versus hand
- Microwave versus oven for jacket potato

Learners will need to be aware of rules for safe use and care of the equipment to comply with hygiene procedures within a practical food environment.

LO3

Learners need to know how to make a selection of dishes to suit a variety of needs, situations, occasions and briefs/tasks.

The following list of suggested dishes is not exhaustive:

Bread rolls, pizza, chelsea buns, sausage rolls, jam tarts, quiche lorraine, hanukkah doughnuts, pitta bread, soda bread.

Victoria sandwich, fairy cakes, pineapple upside down cake, pumpkin pie, chocolate pudding and white sauce.

Fresh fruit salad, fruit tarts/crumbles, mousses/fools.

Vegetable curry/lasagne, soups, coleslaw, salads, stuffed green peppers, spinach and ocras soup, miso noodle soup, avocado hummus.

Macaroni cheese, fish pie, pasta bake, cheese quesadillas, red beans and rice, burekas, bacon and rice creole.

Spaghetti bolognese, pasta salad, chilli con carne, shepherds pie, cheese and potato bake, chicken curry, fish cakes, cajun chicken, thai fried noodles.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all of completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.**

Closely related units likely to be delivered along with Food preparation, cooking and serving are:

- Food and health
- Health, safety and hygiene
- Serving food and drink
- Customer service
- Guest services
- Introduction to the hospitality industry
- Basic food preparation
- Basic cookery
- Science around the home
- Food Science

In developing individual learning plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as healthy living and developing self. As well as course content, it is advisable to think about coverage of associated assessment criteria (as illustrated below in some of the examples of tasks).

3.2 Resources

The following examples are provided merely to indicate the wide range of resources available:

Books and Magazines

WJEC Food Studies Resource booklet

Recipe books as available within the centre

Text books

All about Food – McGrath H
Understanding Cookery
Food Choice – Anita Tull
The Food Magazine
BBC Good food magazine
BBC Olive magazine

Internet web-sites

<http://www.food.gov.uk/aboutus/aboutsite/fsawebsites/>
www.bbc.co.uk/food
www.nutrition.org.uk
www.cookingwithkids.com
www.kidsandcooking.co.uk

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units (e.g. food and health)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning.

Overall comments will be summarised on the assessment record form.

4.2 Examples of Tasks

(a) Tasks Specific to Food preparation, cooking and serving

LO1, LO2 and LO3 can be assessed by candidates completing set tasks as suggested below.

Task 1: A young married couple have a limited budget. Plan and cook two dishes which would be suitable for their evening meal.

Task 2: You and your four-year-old brother are going out for the day. Prepare and pack a suitable lunch for both of you.

Task 3: Your best friend, who is a vegetarian, is coming to lunch. Prepare and serve two dishes she would enjoy.

Task 4: As a learner, you have limited time to prepare meals. Use some convenience foods to help in preparing a healthy two-course evening meal for yourself and a friend.

(b) Tasks Providing evidence for other units/extension activities

Food preparation

Task: Keep a diary/photographic evidence/recipe book of the dishes you have made and make a note of important points that need to be considered when preparing and storing the item prior to serving.

Basic cookery

Task: Keep a diary/photographic evidence/recipe book of the dishes you have made and record what went well and how you would improve it if you made it again.

Food science

Task: Eggs have many different uses when preparing meals. Prepare and serve two dishes which show different uses of eggs.

Task: Many different kinds of cereals are used when preparing meals. Prepare, cook and serve two dishes which show the use of different cereals.

Food and health

Task: You have invited a friend, who is trying to lose weight, for lunch. Prepare and cook a two-course main meal for both of you.

Task: Fruit and vegetables are a good source of vitamins and minerals and help to give variety in the diet. Prepare and serve two dishes using fruit and/or vegetables.

Task: To encourage a healthier diet, we are recommended to use foods which are high in dietary fibre. Cook and serve one savoury and one sweet dish which are high in fibre (NSP).

Health, safety and hygiene

Task: Many items of modern equipment save time and energy. Show how the use of one item of equipment can help you prepare a 2 course meal more efficiently.

Task: Plan and make a selection of dishes which could be served at an end-of-term buffet at your local youth club, include sweet and savoury dishes.

Task: Produce a revision booklet for year 11 students on “All there is to know about food poisoning “

You will need to include: causes of food poisoning, types of food poisoning, and rules to remember to prevent food poisoning.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements
- Post-results services

FOOD PREPARATION, COOKING AND SERVING – ENTRY 2**ASSESSMENT RECORD**

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence
AC1.1 Use basic food preparation skills when cooking.		
AC1.2 Weigh and measure food.		
AC2.1 Select correct equipment and guidance.		
AC2.2 Handle equipment safely and hygienically.		
AC3.1 Prepare, cook and serve a selection of dishes, e.g. pasta dishes, pastry, sweet and savoury dishes using fruit and vegetables; snacks; party foods.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

FOOD PREPARATION, COOKING AND SERVING – ENTRY 3

ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence
AC1.1 Use appropriate food preparation skills when producing food.		
AC1.2 Accurately weigh and measure dry foods/liquids.		
AC2.1 Identify and select correct items of equipment for preparing and serving food.		
AC2.2 Use equipment accurately.		
AC2.3 Use equipment safely and hygienically.		
AC3.1 Prepare cook and serve a selection of dishes of consistent quality, e.g. pasta dishes; pastry; sweet and savoury dishes using fruit and vegetables; snacks; party foods.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS – ENTRY QUALIFICATIONS

Title:	Health, Safety and Hygiene
Unit Ref No.	K/600/8932
Entry Code:	6172/E2
Level:	Entry 2
Credit value:	3
Unit aim:	This unit aims to help learners to acquire a knowledge and understanding of safety and hygiene when preparing, cooking and serving food.

Learning outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Be able to make decisions regarding safe and hygienic working practices.	AC1.1 Work safely and hygienically during practical sessions. AC1.2 Identify general hygiene and safety points.
LO2 Know the common causes and types of food poisoning.	AC2 .1 Identify the main causes of food poisoning. AC2.2 Identify three types of food poisoning.
LO3 Know the main symptoms of food poisoning and the effects on health.	AC3.1 Describe the main symptoms of food poisoning. AC3.2 Identify the effects of food poisoning on health.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

LO1

Provide opportunities for learners to prepare, cook and serve food.

Learners should demonstrate good personal and food hygiene skills and work safely and have the topic constantly reinforced during practical sessions.

Provide opportunities for learners to highlight errors, bad practice from staged demonstrations, videos, pictures etc.

Learners to produce posters/charts/leaflets to show knowledge of:
Hygiene and safety rules: personal and kitchen.

LO2

Learners to produce posters/charts/leaflets to show knowledge of:

Main causes (microbial, physical, chemical)

Common Types of food poisoning: *Salmonella*, *clostridium perfringens*, *staphylococcus aureus*

High risk foods: Cooked meats and poultry and meat products
Dairy products
Eggs and products made from raw eggs
Shellfish and seafoods.

LO3

Learners to be provided with the knowledge so they can identify food poisoning symptoms and briefly explain how this may affect a person's short term and long term health:

- e.g. Abdominal pain
- Vomiting
- Diarrhoea
- High temperatures

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all of completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Level Pathways specification.**

Closely related units likely to be delivered along with Health, Safety and Hygiene:

Food preparation, cooking and serving
Food and health

In developing individual learning plans and planning the curriculum as a whole, it is also likely that this unit will link with PSD units such as healthy living and developing self. As well as course content, it is advisable to think about coverage of associated assessment criteria (as illustrated below in some of the examples of tasks).

3. 2 Resources

WJEC Food Studies Resource booklet

Text books

Food Safety your questions answered – food safety advisory service

The food hygiene handbook – Highfield

Videos e.g. Bad Food live (FSA publication)

Internet websites

www.food.gov.uk

http://www.e-bug.eu/ebug_secret.nsf/England-Primary-Pack/eng_eng_j_wp_pk_fh__-Food-

www.kidsandcooking.co.uk/TeachingKidsFoodHygiene.htm

www.eatwell.gov.uk/healthissues/foodpoisoning/

www.nhs.uk/conditions/Food-poisoning

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units (e.g. Food and health)

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, teacher comments including records of oral questioning story boards. Portfolios, recordings, videos of role play.

Teachers' comments will be evidence of students working safely and hygienically during practical sessions.

Overall comments will be summarised on the record form.

4.2 Examples of Tasks

(a) Tasks Specific to health, safety and hygiene

(practical tasks for any unit may be used to assess various aspects of LO1)

Task: Many items of modern equipment save time and energy. Show how the use of one item of equipment can help you prepare a 2 course meal more efficiently.

Task: Plan and make a selection of dishes which could be served at an end-of-term buffet at your local youth club, include sweet and savoury dishes.

Task: Produce a simple booklet for year 7-9 learners on:
'All there is to know about food poisoning'

You will need to include: causes of food poisoning, types of food poisoning, and rules to remember to prevent food poisoning.

(b) Tasks providing evidence for other units/extension work

Food Preparation, Cooking & Serving

Task: A young married couple have a limited budget. Plan and cook two dishes which would be suitable for their evening meal.

Task: You and your four-year-old brother are going out for the day. Prepare and pack a suitable lunch for both of you.

Task: Your best friend, who is a vegetarian, is coming to lunch. Prepare and serve two dishes she would enjoy.

Task: As a learner, you have limited time to prepare meals. Use some convenience foods to help in preparing a healthy two-course evening meal for yourself and a friend.

Food preparation

Task: Keep a diary/photographic evidence/recipe book of the dishes you have made and make a note of important points that need to be considered when preparing and storing the item prior to serving.

Basic cookery

Task: Keep a diary/photographic evidence/recipe book of the dishes you have made and record what went well and how you would improve it if you made it again it.

Food science

Task: Eggs have many different uses when preparing meals. Prepare and serve two dishes which show different uses of eggs.

Task: Many different kinds of cereals are used when preparing meals. Prepare, cook and serve two dishes which show the use of different cereals.

Food and health

Task: You have invited a friend, who is trying to lose weight, for lunch. Prepare and cook a two-course main meal for both of you.

Task: Fruit and vegetables are a good source of vitamins and minerals and help to give variety in the diet. Prepare and serve two dishes using fruit and/or vegetables.

Task: To encourage a healthier diet, we are recommended to use foods which are high in dietary fibre. Cook and serve one savoury and one sweet dish which are high in fibre.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements
- Post-results services

HEALTH, SAFETY AND HYGIENE – ENTRY 2

ASSESSMENT RECORD

Candidate Name _____ Candidate No _____

Centre Name _____ Centre No _____

Assessment Criteria	Met	Evidence
AC1.1 Work safely and hygienically during practical sessions.		
AC2.1 Identify general hygiene and safety points.		
AC2.1 Identify the main causes of food poisoning.		
AC2.2 Identify three main types of food poisoning.		
AC3.1. Describe the main symptoms of food poisoning.		
AC3.2 Identify the effects of food poisoning on health.		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

WJEC PATHWAYS – ENTRY QUALIFICATIONS

Title:	Introduction to Plant Care
Unit Ref. No.:	Entry 2: T/601/3373 Entry 3: F/601/3375
Entry Code:	6200/E2/E3
Level:	Entry 2 / 3
Credit value:	3
Unit aim:	This unit aims to enable learners to gain basic skills and understanding in the care of plants.

Learning outcomes To be awarded credit the learner will	Assessment Criteria Entry 2 Assessment of the learning outcome will require the learner to demonstrate that they can:	Assessment Criteria Entry 3 Assessment of the learning outcome will require the learner to demonstrate that they can:
LO1 Know the requirements of plants for healthy growth.	AC1.1 Identify requirements of plants to maintain healthy growth.	AC1.1 State the requirements of plants to maintain healthy growth.
LO2 Be able to propagate a plant.	AC2.1 Assist in the preparation of a seed bed.	AC2.1 Select appropriate tools to prepare a seed bed.
	AC2.2 Follow instructions for sowing one kind of seed.	AC2.2 Select an appropriate sowing technique to sow two different types of seed.
LO3 Be able to care for a plant, maintaining healthy growth.	AC3.1 Assist in the care of seedlings.	AC3.1 Use appropriate techniques to care for seedlings.
	AC3.2 Follow instructions to maintain the healthy growth of a plant.	AC3.2 Care for a plant to maintain healthy growth.
		AC3.3 Control a common weed or pest.
LO4 Be able to produce a food/flower crop.	AC4.1 Produce a food or flower crop from seed.	AC4.1 Harvest a food or flower crop from seed or from cuttings.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

LO1

Requirements of a plant for healthy growth (to include requirement for germination)

- Water
- Warmth
- Light
- Plant food
- Control weeds/pests

Learners should demonstrate their knowledge by examining the requirements of a particular plant.

LO2

- Positioning and preparation of seed beds/seed trays
- Use of propagators to germinate seeds
- Spacing of seeds
- Seed depth

Learners should demonstrate their skills by propagating a particular plant.

LO3

- Repot
- Thin out
- Plant food/fertilisers
- Water requirements
- Identify common plant pests/diseases of plants (e.g. greenfly, 'rust')
- Control common pests
- Identify common weeds/control weeds

Learners should demonstrate their skills by propagating and maintaining healthy growth in one plant/crop.

LO4

- Produce one or more food/flower crops to show basic principles of control and management
- Harvesting

(This list is by no means exhaustive)

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Closely related units likely to be delivered along with Introduction to Plant care are:

Introduction to Land maintenance

Introduction to Animal care

3.2 Resources

Resources

There are no particular books that cover this unit. Learners can find information using textbooks, websites, CD ROMs, magazines and newspapers.

Books

Gardening Books.

e.g. RHS Gardening Through the Year

ISBN-13: 978-1405308922

Websites

<http://www.garden.org/plantguide/>

<http://www.plantcare.com/gardening-guides/>

<http://www.flowers.org.uk/plants/plants-index.htm>

http://mygarden.rhs.org.uk/blogs/vegpert_blog/archive/2008/07/04/plant-care.aspx

<http://www.complete-gardens.co.uk/online/online-gardening-videos.php>

NGFL resources: http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4-land_studies

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In practice, ways of demonstrating that the criteria have been met will depend upon the way in which this unit has been integrated with other units in the delivery of the course as a whole. Further guidance is given in the section 'Delivery and Assessment'. However, the following types of evidence are likely to feature:

- Photographic history of learners carrying out work
- Diary of work
- Witness statements
- Presentations/posters produced by the learners
- Written work
- Story boards
- Evaluation sheets
- Records of oral questions

4.2 Examples of Tasks

(a) Tasks specific to introduction to plant care

Task 1: Produce a poster showing a flowering plant and provide information on what the plant needs for healthy growth.

Task 2: Design a leaflet, showing a variety of garden tools and the functions of each.

Task 3: Design a flow diagram to show the stages in the preparation of a seed bed.

Task 4: Your school/college entrance would like you to provide a display of plants. On a plan of the area, show which plants you would choose and where you would position them.

Task 5: Complete a weekly (photographic) diary, recording all the work you have done to produce a food or flower crop, from seed (or cutting) to harvesting. Make sure that your diary contains photographs of you:

- Preparing a seed bed
- Sowing seeds
- Caring for seedlings (e.g. watering)
- 'Feeding' plants
- Weeding or checking for pests
- Harvesting a food crop or flowers

(b) Extension tasks/tasks providing evidence for other units:

Task 1: Design an area for planting (Land maintenance E3) (AC3.1).

Task 2: The school/college grounds has a problem with a particular weed or pest. Using books or the internet, gather information on how the weed/pest may be controlled. Display your findings on a poster or leaflet. Land maintenance AC1.1. Describe how to carry out maintenance of planted areas.

Task 3: Visit your local garden centre. Look at the fertilizers, weed killers and pesticides that they sell. Choose one from each category and find out:

- What it does
- The type of plants it is suitable for
- How it is to be applied
- The cost of the product
- Safety instructions

Task 4: Set up a plant display in an area of your school/college which shows how you care for plants at different times during the season. (Land maintenance E3, AC2.1 Describe a calendar of maintenance for planted areas).

Task 5: Using seed catalogues, books and the internet, research food or flower crops. Make a booklet of the varieties that you would like to grow. You could include for each type:

- When to sow seeds
- How to care for the seedlings
- Harvesting time

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements
- Post-results services

PLANT CARE – ENTRY 2**ASSESSMENT RECORD**

Candidate Name _____ Candidate No._____

Centre Name _____ Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 List the requirements of plants to maintain healthy growth.		
AC2.1 Assist in the preparation of a seed bed.		
AC2.2 Follow instructions for sowing one kind of seed.		
AC3.1 Assist in the care of seedlings.		
AC3.2 Follow instructions to maintain the healthy growth of a plant.		
AC4.1 Produce a food or flower crop from seed.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

PLANT CARE – ENTRY 3**ASSESSMENT RECORD**

Candidate Name _____ Candidate No._____

Centre Name _____ Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 State the requirements of plants to maintain healthy growth.		
AC2.1 Select appropriate tools and prepare a seed bed.		
AC2.2 Select an appropriate sowing technique to sow two different types of seed.		
AC3.1 Use appropriate techniques to care for seedlings.		
AC3.2 Care for a plant to maintain healthy growth.		
AC3.3 Control a common weed or pest.		
AC4.1 Harvest a food or flower crop from seed or from cuttings.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS – ENTRY QUALIFICATIONS

Title:	Introduction to land maintenance
Unit Ref. No.:	Entry 2: H/601/3529 Entry 3: Y/601/3530
Entry Code:	6201/E2/E3
Level:	Entry 2/3
Credit value:	3
Unit aim:	This unit aims to help develop learners' skills and knowledge of maintaining planted areas.

Learning outcomes To be awarded credit for this unit the learner will	Assessment Criteria Entry 2 Assessment of the learning outcome will require the learner to demonstrate that they can:	Assessment Criteria Entry 3 Assessment of the learning outcome will require the learner to demonstrate that they can:
LO1 Know how to maintain a planted area.	AC 1.1 Identify the tools required to carry out maintenance of planted areas.	AC1.1 Describe how to carry out maintenance of planted areas.
LO2 Know when to carry out maintenance of planted areas.	AC2.1 State the best time to carry out maintenance activities.	AC2.1 Describe a calendar of maintenance for planted areas.
LO3 Be able to plant an area for a purpose.	AC3.1 Suggest plant for a design.	AC3.1 Design an area for planting.
	AC3.2 Assist in the planting of an area.	AC3.2 Follow a design to plant an area.
LO4 Be able to maintain planted areas.	AC4.1 Use tools to assist in the maintenance of planted areas.	AC4.1 Use appropriate tools for the maintenance of planted areas.
		AC4.2 Carry out maintenance of planted areas.
		AC4.3 Perform tests on soil.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

LO1

Learners should know how to carry out maintenance activities for at least one planted area.

- **Planted areas**

Planted areas may include:

Indoor garden, paved areas, formal, cottage gardens rock gardens, window box, hanging basket, grassland, parkland and lawns.

- **Tools**

Learners must be able to recognise appropriate tools for at least one type of land maintenance.

- **Maintenance Activities**

Learners should carry know about at least two maintenance activities. Examples of maintenance include:

- Weed control
- Use of fertilisers
- Repairing damaged areas
- Pruning of shrubs/trees
- Lawn care (e.g. moss control, repairing damaged edges, aerating lawn)
- Soil care (e.g. drainage, acidity)

LO2

Calendar for the care for planted area

- Learners must cover at least one aspect of the gardening calendar. Examples may include:
 - Calendar for the care of grassed areas
 - Calendar for the care of shrubs/trees (e.g. pruning, topiary, removing a branch)
 - Calendar for the care of flower beds/vegetable garden

LO3

Creating a design

- Learners need to identify suitable plants for at least one type of planted area
- Design requires consideration of:
 - height
 - colour
 - flowering time

Planting an area

Learners should have opportunity to plant two different areas. Suggested planting areas can be found under LO1.

LO4

Planted areas

Examples are given in LO1

Maintenance of planted areas

Routine maintenance for planted areas involves:

- Weed control (e.g. moss control in a lawn)
- Use of fertilisers
- Repairing damaged areas (e.g. damaged edges to lawns, removing dead plants)
- Soil care (e.g. drainage, acidity)
- Plant care (e.g. pruning of shrubs/trees)

Learners must maintain at least **one** type of planted area

Tools for maintenance

Learners will need to use appropriate tools for carrying out two maintenance activities different planted areas.

Soil Tests

Learners who are working towards Entry Level 3 must also be able to carry out simple soil tests.

Learners must cover two tests from:

- pH of soil;
- NPK test;
- Water content;

(This list is by no means exhaustive)

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Closely related units likely to be delivered along Introduction to Land maintenance are:

Introduction to animal care

Introduction to plant care

3.2 Resources

There are no particular books that cover this unit. Learners can find information using textbooks, websites, CD ROMs, magazines and newspapers.

Books

RHS Encyclopaedia of Gardening **ISBN-13:** 978-1405322270

RHS Gardening Through the Year **ISBN-13:** 978-1405308922

Websites

<http://www.complete-gardens.co.uk/online/online-gardening-videos.php>

NGFL resources:http://www.ngfl-cymru.org.uk/eng/vtc-home/vtc-ks4-home/vtc-ks4land_studies

<http://www.dgsgardening.btinternet.co.uk/index.htm>

http://www.rhs.org.uk/advice/profiles0401/lawn_care_spring_summer.asp

http://www.bbc.co.uk/gardening/basics/techniques/pruning_index.shtml

<http://www.bbc.co.uk/gardening/design/>

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In practice, ways of demonstrating that the criteria have been met will depend upon the way in which this unit has been integrated with other units in the delivery of the course as a whole. Further guidance is given in the section 'Delivery and Assessment'. However, the following types of evidence are likely to feature:

- photographic history/diary of learners carrying out work
- witness statements
- written work
- story boards
- presentations/posters produced by the learners
- evaluation sheets
- records of oral questions

4.2 Examples of Tasks

(a) Tasks specific to Land maintenance

Task 1: Design a leaflet showing the tools that are needed to maintain a planted area.

Task 2: Complete a seasonal calendar to show when maintenance activities for your planted area must be carried out.

Task 3: Using seed catalogues, choose a variety of plants for your planted area. Make a scrap book of pictures of your chosen plants, include notes on height, colour and flowering time of your plants and any other information you think is important.

Task 4: Design and plant an area (e.g. small garden, organising pots on a paved area, large pot, hanging basket) for planting. On your design show which plants you would use and where you would position them (your scrap book will be useful for this task).

Task 5: Produce a poster to show how at least two maintenance activities on a lawn/grassed area. Have a photographic record of yourself made carrying out maintenance of a lawn. (Maintenance could be carried out on a variety of different planted areas other than lawns. Maintenance activities could include pruning a shrub; weeding an area, dead heading flowers etc).

Task 6: Use a soil testing kit to measure the pH of soil. Keep a record of the results.

(b) Extension Tasks/Tasks Providing Evidence for Other Units

Task 1: Design a leaflet, showing a variety of garden tools that are used to plant an area (Introduction to Plant Care. AC2.1 Select appropriate tools and prepare a seed bed).

Task 2: Design a poster showing the requirements a planted area has for healthy growth (AC1.1 State the requirements of plants to maintain healthy growth).

Task 3: Research different methods of controlling weeds. Choose the method suitable for your area and make a poster about the product/method. (Introduction to Plant Care. AC3.3 Control a common weed or pest).

Task 4: A relative has moved into a brand new house and is keen to develop the garden. She needs to carry out soil tests, but is unsure of the procedure. Test the garden soil for N, P and K and find out the pH. Write them a letter or e-mail them with your findings.

Task 5: Your local council is planning a new park in your area. The park needs to have areas for dog walkers, a children's playground, ball games, seating, picnic benches and flower beds. In a group, produce a design which would satisfy the needs of all the people who would use the park.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements
- Post-results services

LAND MAINTENANCE – ENTRY 2**ASSESSMENT RECORD**

Candidate Name _____ Candidate No._____

Centre Name _____ Centre No._____

Assessment Criteria	Met	Evidence
AC 1.1 Identify the tools required to carry out maintenance of planted areas.		
AC2.1 State the best time to carry out maintenance activities.		
AC3.1 Suggest plant for a design.		
AC3.2 Assist in the planting of an area.		
AC4.1 Use tools to assist in the maintenance of planted areas.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

LAND MAINTENANCE – ENTRY 3

ASSESSMENT RECORD

Candidate Name _____ Candidate No._____

Centre Name _____ Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 Describe how to carry out maintenance of planted areas.		
AC2.1 Describe a calendar of maintenance for planted areas.		
AC3.1 Design an area for planting.		
AC3.2 Follow a design to plant an area.		
AC4.1 Use appropriate tools for the maintenance of planted areas.		
AC4.2 Carry out maintenance of planted areas.		
AC4.3 Perform tests on soil.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS – ENTRY QUALIFICATIONS

Title:	Introduction to animal care
Unit Ref. No.:	Entry 2: Y/601/3527 Entry 3: D/601/3528
Entry Code:	6202/E2/E3
Level:	Entry 2/3
Credit value:	3
Unit aim:	This unit aims to enable learners to gain skills and understanding of the basic requirements of caring for an animal.

Learning outcomes To be awarded credit for this unit the learner will	Assessment Criteria Entry 2 Assessment of the learning outcome will require the learner to demonstrate that they can:	Assessment Criteria Entry 3 Assessment of the learning outcome will require the learner to demonstrate that they can:
LO1 Know basic animal requirements.	AC1.1 List a minimum of three basic 'animal needs' for survival.	AC1.1 Describe a minimum of three basic 'animal needs' for survival.
LO2 Know how to care for animals.	AC2.1 State how often an animal needs feeding. AC2.2 Identify symptoms of ill health in an animal. AC2.3 State ways to prevent ill health in an animal.	AC2.1 Describe the food and watering requirements of an animal. AC2.2 Identify the typical symptoms of disease or parasitic infection in animals. AC2.3 Describe how to prevent disease or parasitic infection in an animal. AC2.4 Describe how to care for a sick animal.
LO3 Know the purpose in breeding animals.	AC3 .1 State a purpose in the selective breeding of an animal.	AC3 .1 Describe the purpose in the selective breeding of an animal. AC3.2 Describe the different characteristics of two different breeds of animal.
LO4 Be able to care for animals.	AC4.1 Assist in the care of an animal.	AC4.1 Demonstrate care for an animal.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

LO1

Basic needs to include:

- food (energy, health, growth, survival)
- water (health, growth, survival, good health)
- housing (shelter, safety, comfort, rest)
- good environmental conditions (freedom, temperature, light, shelter, social groups)

LO2

Animal care

- watering
- feeding (balanced diet)
- types of food, methods of feeding
- how to maintain good environmental conditions (temperature, light, space ventilation, housing including the placement of housing and bedding)
- healthcare (recognising ill health, common diseases and parasites)
- caring for a sick animal
- importance of good hygiene and work practise when caring for animals
- duty of care

In order to achieve LO2 learners must provide evidence that they have met the criteria by describing the care for a particular animal. The particular animal can be any animal (e.g. locusts, hamsters, cats, guinea pigs, farm animals).

LO3

- reproduction in animals
- breeding
- reasons for selective breeding (e.g. cows – improve milk production chickens for egg production or meat, cattle for meat production, dog breeding for variety of characteristics)
- characteristics of different breeds of selected animals

In order to achieve LO3 learners must provide evidence that they have met the criteria by describing the care for a particular animal. The particular animal can be any animal (e.g. locusts, hamsters, cats, guinea pigs, farm animals). Ideally this is the animal they used to achieve LO2.

LO4

Demonstrates care for any type of animal

- feeding
- watering
- monitoring for ill health
- maintaining suitable environmental conditions
- good hygiene when caring

In order to achieve LO4 learners must provide evidence that they have met the criteria by describing the care for a particular animal. The particular animal can be any animal (e.g. locusts, hamsters, cats, guinea pigs, farm animals). Ideally this is the animal they used to achieve LO2 and LO3. The care should extend over a minimum of five days.

(This list is by no means exhaustive)

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

Closely related units likely to be delivered along with Introduction to animal care are:

- Introduction to plant care
- Introduction to land maintenance
- Habitat and adaption
- Science and the plant world

3.2 Resources

Resources

There are no particular books that cover this unit. Learners can find information using textbooks, websites, CD ROMs, magazines and newspapers.

Learners should have access to a range of biology resources that supports the themes covered in this unit.

Websites

<http://www.rspca.org.uk/servlet/Satellite?pagename=RSPCA/RSPCARedirect&pg=animalcare>
<http://www.rspca.org.uk/servlet/Satellite?pagename=RSPCA/AnimalCare/Animals>
<http://www.colchester-zoo.co.uk/index.cfm?fa=education.secondary> (also see other 'zoo sites'.

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In practice, ways of demonstrating that the criteria have been met will depend upon the way in which this unit has been integrated with other units in the delivery of the course as a whole. Further guidance is given in the section 'Delivery and Assessment'. However, the following types of evidence are likely to feature:

- photographic record/diary of learners carrying out work
- presentations/posters produced by the learners
- witness statements
- diary of animal care
- written work
- story boards
- evaluation sheets
- records of oral questions

4.2 Examples of Tasks

(a) Tasks specific to Introduction to Animal Care.

Task 1: Design a poster to list (and describe) three or more animal needs for survival.

Task 2: For a named animal produce and complete a daily record sheet to track the feeding, watering and daily care needs for that animal.

Task 3: Design a leaflet showing the cause, symptoms, treatment and prevention of a disease or parasitic infection of a named animal.

Task 4: Using books and/or the internet, research selective breeding. Produce a power point presentation to show what you have found out.

Task 5: Complete a daily diary to show that you have successfully looked after a named animal for a period of one week.

(b) Extension Tasks

Task 1: A friend is thinking of buying a pet, but can't decide what breed to choose. Using pictures of two breeds of the chosen animal, label the different characteristics of each breed.

Task 2: Your local primary school is thinking of buying an animal for the children to care for. In a group, discuss suitable animals. Using books and the internet, research and produce a poster of 3 animals, saying why you think each animal is suitable for school children.

Task 3: Your local vet has asked you to make an information leaflet about your favourite animal. The leaflet will be displayed in the surgery for his customers. You will need to include information on housing, feeding, grooming, exercise, health, etc.

Task 4: A relative has just had a new pet. They need to register with a local vet, and they ask you for advice:

- Find out the name, address and telephone number of vets in your area.
- Make a list of the services that the veterinary practice offers, and what the charges for these services are.

Task 5: Visit your local farm or small animal centre. Find out the daily care programme for three animals. Write a report on your findings.

Task 6: In a group, design a complete housing, feeding and exercise area for a named animal. Present your ideas to the rest of your class.

Task 7: Carry out a survey to find out which pets are the most popular. Present your findings in a graph.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, learning outcomes may be common but assessment criteria will be differentiated and must be met at the relevant level.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements
- Post-results services

INTRODUCTION TO ANIMAL CARE – ENTRY 2

ASSESSMENT RECORD

Candidate Name _____ Candidate No._____

Centre Name _____ Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 Identify a minimum of three basic 'animal needs' for survival.		
AC2.1 State how often an animal need feeding.		
AC2.2 Identify symptoms of ill health in an animal.		
AC2.3 State ways to prevent ill health in an animal.		
AC3 .1 State a purpose in the selective breeding of an animal.		
AC4.1 Assist in the care of an animal.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

INTRODUCTION TO ANIMAL CARE – ENTRY 3

ASSESSMENT RECORD

Candidate Name _____ Candidate No._____

Centre Name _____ Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 List three basic 'animal needs' for survival.		
AC2.1 State how often an animal needs feeding.		
AC2.2 List symptoms of ill health in an animal.		
AC2.3 List ways to prevent ill health in an animal.		
AC3.1 State a purpose in the selective breeding of an animal.		
AC4.1 Assist in the care of an animal.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

Level 1 Qualifications

Independent Living

Units available:

6128	Introduction to the Physical Care of Babies and Young Children.	H/602/6314
6130	Encourage Children and Young People to Eat Healthily	H/602/6328
6131	Using Cooking Skills in a Domestic Kitchen	F503/9206
6132	Basic Food Preparation and Cooking	K/502/5042
6133	Introduction to Catering	F/501/5780
6134	Introduction to the development of children and young people through play	K/602/6315

WJEC PATHWAYS – LEVEL 1 QUALIFICATIONS

Title	Introduction to the physical care of babies and young children
Unit Ref. No.	H/602/6314
Entry Code	6128/L1
Level	1
Credit value	3
Unit aim	The purpose of this unit is to assess the learner's knowledge and understanding of the physical care of babies and young children.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know the physical care needs of babies and young children.	AC1.1 Identify care needs for babies and young children's <ul style="list-style-type: none"> • skin • hair • teeth • nappy area.
LO2 Know how to support physical care routines for babies and young children.	AC2.1 Outline how to treat babies or young children with respect and sensitivity during physical care routines. AC2.2 List ways of engaging with babies or young children during physical care routines that make the experience enjoyable. AC2.3 Outline the principles of toilet training.
LO3 Know how to support safe and protective environments for babies and young children.	AC3.1 Describe how to provide a safe and hygienic environment for babies and young children. AC3.2 Outline how to safely supervise babies or young children whilst allowing them to explore and develop their skills. AC3.3 Identify what to do if concerned about the well-being of babies and young children.
LO4 Know the nutritional needs of babies and young children.	AC4.1 Outline the nutritional needs of babies. AC4.2 Give examples of healthy balanced meals for young children. AC4.3 List nutritional allergies that may be experienced by babies and young children.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

The Learners need to acquire knowledge of:

LO1: Physical care needs:

Bathing a baby and Topping and Tailing: What do you need? Methods and procedures
Skincare – toiletries

Care of teeth

Nappies – Disposable and fabric nappies, Changing a Nappy, Nappy Rash causes and prevention .

Care in different weathers/climates: clothing, sun protection etc.

LO2: How to support physical care routines for babies and young children

They need to:

- Know how to deal with care routines with care and sensitivity
- Be aware of how to make care routines fun and a valuable experience.
- Know the stages involved in Toilet training

LO3: How to support a safe and hygienic environment

This should include:

- Hand washing
- Personal Protective Equipment
- Disposal of hazardous waste
- Clean equipment
- Physical environment and hazards
- Care of sterile equipment
- Safe storage of food and drink
- Safeguarding procedures

When looking at 'well being' all areas need to be considered:

- Emotional
- Psychological
- Physical

LO 4: Nutritional needs of babies

What nutrients are needed, sources of nutrients, what constitutes a balanced diet. Reference should be made to the Baby Friendly Initiative

Nutritional allergies can include:

- Milk (casein protein)
- lactose
- wheat/gluten
- peanuts
- eggs

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

3.2 Resources

Textbooks

A Foundation Course in Child Care and Education – Alison Mitchell
Hodder Arnold ISBN 978-0-340-80134-5

Child Development (Revision Guide) by Judith Sunderland

Child Care and Development – Pamela Minnett
Murray 2001 ISBN 0719586100
Complete Baby Care and Child Care – Mirium Stoppard.
Dorling Kindersley ISBN 0751312339

Internet web sites

www.nutrition.org.uk
www.virtualbaby.co.uk
www.sainsburys.co.uk/littleones
www.cowandgate.co.uk
www.tesco.co.uk/babyclub
www.smartdraw.com
www.safekids.co.uk
www.mychildsafeity.net
www.csef.net
www.welephant.co.uk
www.netdoctor.co.uk
www.capt.org.uk
www.rospa.com/childsafeity
www.childalert.co.uk
www.hygieneexpert.co.uk

Magazines

Practical Parenting
Nursery World
Mother and Baby.

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters, power point presentations, DVD's, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the assessment record form.

4.2 Examples of Tasks

Task 1 Design a leaflet/s for parents/carers to highlight the main points linked to bathing babies/caring for baby's skin, hair and teeth. You can illustrate the leaflet/s with drawings and pictures.

Task 2 There are many different products for baby's skincare in the shops. Make a list of the ones you would recommend are used, give reasons for choice.

Task 3 Design and make a poster to encourage toddlers to clean their teeth.

Task 4 Produce an illustrated leaflet to advise parents about protecting children from sunburn.

Task 5 Identify what you would need to do if concerned about the well-being of babies and young children.

Task 6 Describe the work of the following in relation to protecting children from harm: Police, NSPCC, Social Services

Task 7 Produce a PowerPoint giving tips and advice on toilet training.

Task 8 Investigate the range of child safety equipment available that could be used to prevent accidents in the home.

Task 9 Investigate the most common causes of accidents to young children in the home. Suggest how parents can help to prevent these from happening.

Task 10 Design a poster which explains how to handle food in a safe and hygienic way.

Task 11. Weaning babies have different needs to younger babies. Look at different ways in which parents could prepare meals for a ten-month old baby.

Task 12 Growing children have important nutritional needs. Find out about these needs and plan a day's meals suitable for a four year old child.

Task 13. Young children are often fussy eaters. Look at the different ways in which meals can be made more attractive to them. Cook and serve one of the dishes you have planned.

Task 14 Give examples of healthy balanced meals for young children.

Task 15 List nutritional allergies that may be experienced by babies and young children. Produce a leaflet to show how parents/carers can deal with food allergies .

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements
- Post-results services

INTRODUCTION TO THE PHYSICAL CARE OF BABIES AND YOUNG CHILDREN - LEVEL 1

ASSESSMENT RECORD

Candidate Name _____

Candidate No._____

Centre Name _____

Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 Identify care needs for babies and young children's • skin • hair • teeth • nappy area.		
AC2.1 Outline how to treat babies or young children with respect and sensitivity during physical care routines.		
AC2.2 List ways of engaging with babies or young children during physical care routines that make the experience enjoyable.		
AC2.3 Outline the principles of toilet training.		
AC3.1 Describe how to provide a safe and hygienic environment for babies and young children.		
AC3.2 Outline how to safely supervise babies or young children whilst allowing them to explore and develop their skills.		
AC3.3 Identify what to do if concerned about the well-being of babies and young children.		
AC4.1 Outline the nutritional needs of babies Outline the nutritional needs of young children.		
AC4.2 Give examples of healthy balanced meals for young children.		
AC4.3 List nutritional allergies that may be experienced by babies and young children.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS - LEVEL 1 QUALIFICATIONS

Title	Encourage Children and Young People to Eat Healthily
Unit Ref. No.	H/602/6328
Entry Code	6130/L1
Level	1
Credit value	2
Unit aim	The purpose of this unit is to assess the learner's knowledge and understanding of encouraging children and young people to eat healthily.

Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know about healthy eating for children and young people.	AC1.1 Identify healthy eating principles for children and young people. AC1.2 Identify factors that influence food choice.
LO2 Know about activities to encourage children and young people to eat healthily.	AC2.2 Outline a range of activities that encourage children and young people to eat healthily.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

LO1

The learner will need to be able to :

- (1) Identify healthy eating principles for children and young people to include:
Dietary goals, diet related illnesses, childhood obesity, balanced diet, healthy eating guidelines.
- (2) Identify factors that influence food choice

Factors could include:

- peer pressure
- climate
- economic conditions
- culture
- religious influence
- age
- availability and cost
- presentation
- family circumstances
- marketing and advertising

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

3.2 Resources

WJEC support materials (Entry pathways and legacy Childcare)
Baby magazines
Virtual Infant Simulator
Visiting speakers

Internet websites:

www.virtualbaby.co.uk
www.sainsburies.co.uk/LittleOnes
www.CowandGate.co.uk
www.tesco.co.uk/babyclub
www.SmartDraw.com

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of Assessment Criteria for this unit
- coverage of Assessment Criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters, Power point presentations, DVD's, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the assessment record form.

4.2 Examples of Tasks

Task 1 Plan and prepare a mid-morning low sugar, high fibre snack which may be served at a playgroup.

Task 2 Investigate the foods required to ensure the healthy development of babies and toddlers.

Task 3 Investigate the importance of fruit and vegetables and suggest interesting ways of including them in the diet. Prepare three dishes that would encourage young children to eat a wider selection of vegetables.

Task 4 Create a simple game that will help a four year old child learn about healthy eating.

Task 5 Prepare a checklist to identify the key points to consider when planning meals for young children.

Task 6 What is the eatwell plate? Explain how it can be used to plan healthy, balanced meals for young children.

Task 7 Plan a healthy eating campaign to encourage toddlers, children and young children to eat healthily.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements
- Post-results services

Encourage Children and Young People to Eat Healthily - LEVEL 1

ASSESSMENT RECORD

Candidate Name _____ Candidate No._____

Centre Name _____ Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 Identify healthy eating principles for children and young people.		
AC1.2 Identify factors that influence food choice.		
AC2.1 Outline a range of activities that encourage children and young people to eat healthily.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS – LEVEL 1 QUALIFICATIONS

Title	Using Cooking Skills in a Domestic Kitchen
Unit Ref. No.	F/503/9206
Entry Code	6131/L1
Level	Level 1
Credit value	3
Unit aim	This unit aims to help learners develop the skills needed to plan, prepare and cook a range of dishes.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Understand simple nutritional requirements and plan and cost suitable meals.	AC1.1 Plan a two-course meal, taking into account basic nutritional value and costs. AC1.2 Give reasons for choice of meal.
LO2 Recognise and use a variety of fresh ingredients and convenience foods.	AC2.1 Identify a range of fresh ingredients and convenience foods and list the benefits of each. AC2.2 Cook a simple meal using: a) fresh ingredients b) convenience foods.
LO3 Use a range of simple kitchen equipment and understand the care and maintenance of domestic kitchen equipment.	AC3.1 Identify the parts of a cooker. AC3.2 Select and use correctly simple equipment to produce a meal, for example, cutlery, hand mixers, chopping boards. AC3.3 Correctly clean and store the equipment used.
LO4 Use a variety of basic cookery methods.	AC4.1 Produce a simple dish using each of the following basic cookery methods: boiling, frying and grilling.

LO5 Develop the confidence to progress to more advanced dishes.	AC5.1 Identify a range of dishes either combining simple cooking techniques or using other techniques, for example, roasting.
LO6 Understand the importance of basic health and safety in a domestic kitchen.	AC6.1 Identify the main health and safety risks in a domestic kitchen. AC6.2 Carry out tasks safely and hygienically.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

LO1

The learner will need to gain an understanding of simple nutritional requirements.

This should include:

- An understanding of the current nutritional/dietary guidelines
- The eat well plate/food groups and value
 1. Carbohydrates (sugar and starch)
 2. Proteins
 3. Fats
 4. Vitamins and minerals
- Calories/dietary reference values (DVR)
- Nutritional disorders related to food/nutritional shortages
- Health disorders in relation to poor diet and food habits
- Water (as it's vital to life)
- Salt (due to health implications)

The learner will need to use this knowledge gained to plan and cost a two-course meal showing evidence of the nutritional value of the meal.

- Learners will need to visit local supermarket or/and use online food shopping sites to correctly cost the ingredients used in the two-course meal.
- The learner will need to plan the two-course meal and give reasons for choice.

This could be completed in the following ways:

- Group discussion (witness statements and notes would be required for evidence)
- Verbal discussion between teacher and student (witness sheet and note will be required)
- Written format: students can give written detail for reasons of choice

LO2

Students should be given the opportunity to create similar or the same dishes using fresh and convenience foods in order for the learner to understand the negatives and positive benefits of each.

For example: readymade short crust pastry v's homemade short crust pastry.

A jar of sauce (curry/bolognese) v's freshly made, etc.

(Please note: This list could be changed according to time, budget, ability and facilities within centre.)

LO3 should be delivered with LO2, LO4 and LO5.

Learners will be able to demonstrate the use of a range of simple kitchen equipment through practical sessions. These practical sessions could also be used to highlight 'care and maintenance of kitchen equipment'.

LO4 and LO5

Learners will need to gain experience of preparing foods using a variety of different basic cooking methods: e.g boiling, frying and grilling.

Each practical session should be designed to build up the learners' confidence in order for them to demonstrate progression onto more advanced dishes.

More advanced dishes could include a combination of cooking techniques and/or use others, e.g. roasting and poaching.

LO3 and LO6

The learner will need to gain an understanding of the care and maintenance of basic kitchen equipment and to understand the importance of hygiene, health and safety within a domestic kitchen.

This should include a basic understanding of the following:

- Food storage (including temperatures of fridge and freezer)
- Personal hygiene
- Safety within a domestic kitchen
- General kitchen health and hygiene rules
- Food poisoning/cross contamination
- Cleanliness of food production area, equipment and utensils

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

3.2 Resources

Recipe books Text books as available in the centres.

BBC Good Food magazine

Internet websites :(Nutritional information)

www.foodafactoflife.org.uk

www.eatwell.gov.uk

www.food.gov.uk

www.food.gov.uk/healthyeating/

www.nutritionvalue.org.uk

(Recipes sites)

www.wellbeing-nutrition.com/recipes

www.healthylife.com

www.bbc.co.uk/food/recipes

www.allrecipes.co.uk

(Internet food shopping sites)

www.waitrose.com

www.mysupermarket.co.uk

www.tesco.com

www.sainsburys.co.uk

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters, PowerPoint presentations, DVDs, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the assessment record form.

4.2 Examples of Tasks

Task 1

Plan a two-course meal listing the basic nutritional value of the ingredients for the meal.

The learner could place the ingredients into the correct food groups to demonstrate understanding of the basic nutritional requirements. The learner should show costings for the meal; equipment needed and give reasons for choice.

Task 2

Design a menu for a couple on a fixed/limited budget.

The menu should include the breakdown of the nutritional value of the meal, cost of the dishes and equipment needed. This could be evaluated and reasons for choice given.

Task 3

Design a poster, leaflet or PowerPoint presentation of a plan for a two-course meal that would suit people who are on a low budget.

The learner will need to demonstrate their understanding of the basic nutritional requirements, and give costings.

Task 4

List the basic nutritional value of the ingredients used for a two-course meal, placing them in the correct food groups to demonstrate understanding of the nutritional requirements.

Practical/Cooking

Task 1

Produce a recipe book or diary of a selection of dishes that you have made. The recipe book should include the following: a selection of dishes made using fresh and convenience foods, a range of dishes using different cooking techniques, a list of equipment used and details of how to clean and store the pieces of equipment correctly.

Task 2

Plan and make a buffet including sweet and savoury snacks.

In order to save time the students should use a range of fresh and convenience foods. The students will need to demonstrate their skills by producing dishes using different cooking techniques. The students will need to demonstrate good practice at each stage of preparation, cooking, serving and clearing up after the buffet.

Task3

Plan and make a variety of cold and hot snacks suitable for a teenage party. The dishes should include fresh and convenience foods to save time.

The learners should demonstrate their skills by producing dishes using a variety of cooking techniques. They should carry out this task safely and hygienically.

Health and Safety.

Task 1

Design two posters for the food room. One poster should show the main parts of a cooker, the other should be on health and safety risks in a kitchen.

Task 2

Design a leaflet informing year 7 of the health and safety risks in a kitchen.

Task3

Create a power point presentation of all the health and safety risks within the food room/domestic kitchen. The powerpoint will be used at year 6 induction day.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements
- Post-results services

USING COOKING SKILLS IN A DOMESTIC KITCHEN - LEVEL 1
ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

Assessment Criteria	Met	Evidence
AC1.1 Plan a two-course meal, taking into account basic nutritional value and costs.		
AC1.2 Give reasons for choice of meal.		
AC2.1 Identify a range of fresh ingredients and convenience foods and list the benefits of each.		
AC2.2 Cook a simple meal using (a) fresh ingredients (b) Convenience foods.		
AC3.1 Identify the parts of a cooker.		
AC3.2 Select and use correctly simple equipment to produce a meal, for example, cutlery, hand mixers, chopping boards.		
AC3.3 Correctly clean and store the equipment used.		
AC4.1 Produce a simple dish using each of the following basic cookery methods: boiling, frying and grilling.		
AC5.1 Identify a range of dishes either combining simple cooking techniques or using other techniques, for example, roasting.		
AC6.1 Identify the main health and safety risks in a domestic kitchen.		
AC6.2 Carry out tasks safely and hygienically.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS – LEVEL 1 QUALIFICATIONS

Title	Basic Food Preparation and Cooking
Unit Ref. No.	K/502/5042
Entry Code	6132/L1
Level	Level 1
Credit value	3
Unit aim	This unit aims to introduce learners to the principles of cooking and help them to develop skills needed to prepare, cook and present simple dishes.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know the principal methods of cooking.	AC1.1 State the principal methods of cooking. AC1.2 State typical cooking methods for different commodities.
LO2 Be able to prepare, cook and present simple dishes.	AC2.1 Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods. AC2.2 Clean work areas and equipment safely and hygienically during and after preparing and cooking food. AC2.3 State safe working practices for different cooking methods. AC2.4 Review own performance and make suggestions for future improvements.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

LO1

The learner will need to understand what the principal methods of cooking are and be able to demonstrate an understanding of the commodities that can be used with each of these different cooking methods.

This should include:

- Roasting
- Baking
- Frying (shallow and deep frying)
- Grilling
- Boiling
- Stewing
- Poaching
- Braising

They should be able to match different commodities with the different cooking methods.

For example : Roasting, “Winter honey roasted vegetables” (Including red onion, garlic, potato, parsnip, sweet potato and carrot).

LO2

The learner will need to know how to make a variety of dishes using a range of wet and dry methods. The learner will need to: prepare, cook and present the dishes demonstrating safe working practice.

The learner should be able to understand and demonstrate the following:

- Health and safety within the food room.
- Food safety and Hygiene.
- Different methods of cooking and know safe working practices for each.
- A range of wet and dry cooking methods and an understanding what methods fit into the dry or wet category.

The learner should be able to evaluate and reflect on their own performance and make suggestions for improvement.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

3.2 Resources

Recipe books as available in the centres.

Please note some of these sites are good for researching methods of cooking and different food commodities.

www.waitrose.com

www.mysupermarket.co.uk

www.tesco.com

www.sainsburys.co.uk

http://en.wikibooks.org/wiki/Cookbook:Cooking_techniques

<http://culinaryarts.about.com/od/cookingmethods>

<http://www.enjoy-how-to-cook.com>

<http://www.cooksessentials.co.uk>

http://www.foodsafetydirect.co.uk/acatalog/Food_hygiene_and_safety_books.html

Text books

Understanding Cookery by Margaret Picton

S/NVQ Level 2 Professional Cookery (ProActive Hospitality & Catering) by Holly Bamunuge

The Essentials of Food Safety - A Guide for Food Handlers Author: Richard A Sprenger

Hygiene Sense by Richard Sprenger

Good food magazine

What to Cook and How to Cook it by Jane Hornby

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters, PowerPoint presentations, DVDs, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the assessment record form.

4.2 Examples of Tasks

Task 1

Using the internet where available, Design a recipe book showing all the different methods of cooking and what commodities are traditionally used for each of these methods.

The learner could give a brief outline or introduction to each of the methods and include safe working practices for each.

Task 2

Create a scrap book of all the different recipes that use different methods of cooking. These recipes could be sourced from magazines/books/internet or family recipes.

The learner should add notes to the recipes showing and highlighting the different commodities that have been used for each. The learner will need to annotate each method with key safety points for each of the methods. This could also include photographs of the dishes made.

Task 3

Keep a diary of all the wet and dry methods that they have used during practical sessions, making note of the safe working practices and food commodities that they have used for each method.

In the diary they could sum up their own performance and make suggestions for improvement. This could also include photographs of the dishes made.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements
- Post-results services

BASIC FOOD PREPARATION AND COOKING - LEVEL 1

ASSESSMENT RECORD

Candidate Name _____ Candidate No._____

Centre Name _____ Centre No._____

Assessment Criteria	Met	Evidence
AC1.1 State the principal methods of cooking.		
AC1.2 State typical cooking methods for different commodities.		
AC2.1 Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods.		
AC2.2 Clean work areas and equipment safely and hygienically during and after preparing and cooking food.		
AC2.3 State safe working practices for different cooking methods.		
AC2.4 Review own performance and make suggestions for future improvements.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS – LEVEL 1 QUALIFICATIONS

Title	Introduction to Catering
Unit Ref. No.	F/501/5780
Entry Code	6133/L1
Level	Level 1
Credit value	2
Unit aim	This unit aims to give learners an understanding of the range and purpose of catering and the importance of food safety.

Learning Outcomes	Assessment Criteria
To be awarded credit for this unit, the learner will:	Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Understand the range and purpose of catering.	AC1.1 Identify and describe the features of catering businesses. AC1.2 Identify and describe the range of different catering businesses. AC1.3 Identify and explain the main resources that a catering business requires. AC1.4 Identify and describe the main roles within catering businesses.
LO2 Understand the importance of food safety in catering.	AC2.1 Explain why food safety is important. AC2.2 Demonstrate compliance with personal hygiene standards. AC2.3 Identify and describe main categories of food hazards. AC2.4 Identify and explain main food safety procedures.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

LO1

The learners will need to build up a portfolio showing and/or describing the different types of Catering businesses within the industry and the main resources that they may require. The learner will need to look at both residential and non-residential catering businesses.

- Residential: hotels, B&B's, holiday parks, etc.
- Non-Residential: restaurants, cafes, fast food outlets, pubs, etc.

The learner should have the opportunity to research and investigate the features of some of these catering businesses within their local area, (where available) this should include; opening times, menu, pricing, staffing, layout and location.

From this research the learner could investigate the main job roles within the catering businesses.

For example:

Operational staff: chef de cuisine, commis chef, cook, waiter

Supervisory staff: chef de partie, head waiter, bar manager

Management: head cook, head chef, restaurant manager, Catering manager

LO2

Learners should demonstrate good personal and food hygiene skills and work safely during practical sessions.

The topic of 'food safety' should be highlighted and reinforced during all practical sessions.

Learners should have the opportunity to build up a diary/folder of notes and handouts on food hygiene and safety.

The folder/diary should be divided up into 3 sections, which should cover

1. Why food safety is important, including:
 - Investigating different food poisonings, symptoms of food poisoning, long and short term effects on the body.
 - Bacteria-growth and critical temperatures.
 - High risk foods.
2. The main food hazards
 - Microbiological
 - Chemical
 - Physical
3. Food safety Procedures
 - Hazard Analysis Critical Control Point (HACCP).
Which should cover the main food hazards, same as section 2.
 - Control: Good hygiene practices, cleaning, pest control, personal hygiene, prevention of cross contamination and storage.

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

3.2 Resources

WJEC Food Studies Resource booklet

Text books as available in the centre

The food hygiene handbook – Highfield Videos e.g. Bad Food live (FSA publication)

WJEC Hospitality and Catering by Judy Gardiner and Jacqui Housley

WJEC GCSE Hospitality and Catering: Student Book by Lesley Woods, Scott Reynard

Internet websites

www.food.gov.uk

www.eatwell.gov.uk/healthissues/foodpoisoning/

www.nhs.uk/conditions/Food-poisoning

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters, Power-point presentations, DVDs, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the assessment record form.

4.2 Examples of Tasks

Task 1

Create a leaflet to handout at year 9 option evening. The leaflet should be designed to promote catering and should include; description, range and features of the catering industry and the job opportunities available.

Task 2

Create a PowerPoint presentation to accompany a talk that you have written promoting the catering industry. The information should include; description, range, features and main job opportunities within the catering industry.

Task 3

Design and create 2 posters on the catering industry. One poster should be on the main job opportunities available within the Catering industry. The 2nd poster should be designed to show the range, features and the main resources needed in the catering industry.

Task 4

Using your notes/folder create a power point presentation/leaflet/posters about why food safety is important, including information on: personal hygiene standards within the kitchen, main food hazards and HACCP.

Task 5

Design a matching game that year 10 could use to learn about the following:

- HACCP
- Food Safety
- Personal Hygiene
- Main food hazards

Task 6

Using your notes, have a group discussion about the following: Why food safety is important, personal hygiene, main food hazards and HACCP. (Notes and witness statement/observation sheets could be provided as evidence for this task).

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements
- Post-results services

INTRODUCTION TO CATERING - LEVEL 1

ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

Assessment Criteria	Met	Evidence
AC1.1 Identify and describe the features of catering businesses.		
AC1.2 Identify and describe the range of different catering business.		
AC1.3 Identify and explain the main resources that a catering business requires.		
AC1.4 Identify and describe the main roles within catering businesses.		
AC2.1 Explain why food safety is important.		
AC2.2 Demonstrate compliance with personal hygiene standards.		
AC2.3 Identify and describe main categories of food hazards.		
AC2.4 Identify and explain main food safety procedures.		

General Comments

Teacher: _____ Date: _____

Moderator: _____ Date: _____

WJEC PATHWAYS – LEVEL 1 QUALIFICATIONS

Title	Introduction to the development of children and young people through play
Unit Ref. No.	K/602/6315
Entry Code	6134/L1
Level	1
Credit value	2
Unit aim	The purpose of this unit is to assess the learner's knowledge and understanding of the development of children and young people through play.

Learning Outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know the importance of play for children and young people's development and well being.	AC1.1 Identify how play supports children and young people's development and well-being. AC1.2 Outline the difference between adult directed play and child initiated play.
LO2 Know factors that promote inclusive and stimulating play environments.	AC2.1 Outline what is meant by inclusive and stimulating play. AC2.2 Describe an environment that supports inclusive and stimulating play. AC2.3 Identify a range of activities that promote inclusive and stimulating play.

2. Amplification of Content

The following suggestions should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources

LO1

The Learner will need to:

- (i) Gain an understanding of the different types of play : physical, social, imaginative/pretend, creative, environmental, construction, stories and rhymes, sand and water play, music.
- (ii) Show that they are aware of the areas of development that can be developed through play: physical, intellectual, social, emotional and language development
- (iii) Be aware of how play can support well being, to include:
 - emotional
 - psychological
 - physical
- (iv) Be able to discuss:
 - (a) The role of the adult in play : choosing and preparing play activities
Helping a child to feel valued: the importance of self-esteem
Being a good role model, managing a child's behaviour during play
 - (b) The difference between adult directed play and child initiated play

LO2

Learners will need to be aware that:

Environments that are stimulating for babies and young children up to age 5 are filled with safe objects to explore, allow freedom of movement, and provide a variety of experiences. A stimulating environment can be created in one room of a home, in a home child care setting, or in a centre-based environment.

The most important aspect of a stimulating environment is a caregiver (or caregivers) who can create inviting, challenging play spaces in which to interact with babies and young children, can set limits and be emotionally available to babies and young children, and can read babies' and young children's cues and support them when they become over stimulated, fatigued, or bored.

Reference: www.brightfutures.org

3. Delivery

3.1 Planning Courses

Achievement of each unit is confirmed through a 'statement of achievement', so that learners will gain some recognition for all completed work. However, in planning courses teachers will need to consider the possible qualification outcomes for individual learners. **For full details of the qualifications (Awards and Certificates) that this unit may contribute to, and rules of combination, please refer to the WJEC Entry Pathways specification.**

3.2 RESOURCES

Textbooks:

A Foundation Course in Child Care and Education – Alison Mitchell.
Hodder Arnold ISBN 978-0-340-80134-5

Child Development: An Illustrated Guide 2nd edition - Carolyn Meggitt

From Birth to Five Years: Children's Developmental Progress by Mary D. Sheridan
Ajay Sharma and Helen Cockerill (Paperback - 26 Nov 2007)

Child Development (Revision Guide) by Judith Sunderland

Child Care and Development – Pamela Minnett
Murray 2001 ISBN 0719586100

Complete Baby Care and Child Care – Mirium Stoppard.
Dorling Kindersley ISBN 751312339

Internet website:

www.elc.co.uk
www.virtualbaby.co.uk
www.sainsburys.co.uk/littleones
www.tesco.co.uk/babyclub
www.smartdraw.com
www.safekids.co.uk
www.mychildssafety.net
www.csef.net
www.welephant.co.uk

Magazines:

Practical Parenting
Nursery World
Mother and Baby
Baby.

4. Assessment

4.1 Ways of demonstrating that the criteria have been met

In planning assessment opportunities it will be necessary to consider:

- formative as well as summative assessment
- coverage of assessment criteria for this unit
- coverage of assessment criteria for linked units

The following types of evidence are likely to feature:

Photographs, evaluation sheets, witness statements, wall displays, posters, PowerPoint presentations, videos, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the assessment record form.

4.2 Examples of Tasks

Task 1 Investigate how children learn through play.

Produce a leaflet explaining the different types of play and the value of a child experiencing a range of types of play.

Task 2 Suggest toys and activities for the following age groups:

- (a) Up to six months
- (b) Between twelve and eighteen months
- (c) Two to three years
- (d) Four to five years

Task 3 Find out the difference between adult directed play and child initiated play.
Give examples of different types of play under these two headings.

Task 4 Produce a PowerPoint or poster which describes what an adult should do to encourage a child to develop through play.

Task 5 Produce a poster to give advice to parents/carers on how to create a stimulating environment.

Task 6 Identify a range of activities that promote inclusive and stimulating play, use the information to produce a leaflet, poster or PowerPoint presentation.

Design and make activities to further enforce learning of this topic area :

1. Design (and make) a toy suitable for a child under five years of age which is educational, attractive and safe. Produce a swing tag for the toy explaining its value to the child.
2. Young babies need toys to develop their senses. Design and make a suitable toy for a baby of 6-9 months which would achieve this aim. Produce a swing tag for the toy explaining its value to the child.

3. Toddlers love playing on the floor.
Design and make a simple playmat which will help a child learn about colours and/or shapes.
4. Design a suitable game for a child to encourage intellectual development.
5. Design and make a simple book or chart to help a child learn to count.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each assessment criteria. All criteria must be met for the unit to be achieved and credit awarded.

5. Administrative Arrangements

For details of administrative arrangements, please refer to the WJEC Entry Pathways specification, which includes information about:

- Entry procedures
- Internal assessment and external moderation
- Awarding and reporting
- Issue of results
- Access arrangements
- Post-results services

**INTRODUCTION TO THE DEVELOPMENT OF CHILDREN AND YOUNG PEOPLE
THROUGH PLAY - LEVEL 1**

ASSESSMENT RECORD

Candidate Name _____

Candidate No._____

Centre Name _____

Centre No._____

Assessment Criteria	Met	Evidence
AC1.1. Identify how play supports children and young people's development and well-being.		
AC1.2 Outline the difference between adult directed play and child initiated play.		
AC2.1 Outline what is meant by inclusive and stimulating play.		
AC2.2 Describe an environment that supports inclusive and stimulating play.		
AC2.3 Identify a range of activities that promote inclusive and stimulating play.		

General Comments

Teacher: _____

Date:_____

Moderator: _____

Date:_____