Entry 2 and Entry 3 Qualifications in Independent Living

Units and Assessment Information

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

<table>
<thead>
<tr>
<th>Qualifications available</th>
<th>Cash-in Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry 2 Award in Independent Living</td>
<td>6002 / A2</td>
</tr>
<tr>
<td>Entry 2 Certificate in Independent Living</td>
<td>6002 / C2</td>
</tr>
<tr>
<td>Entry 3 Award in Independent Living</td>
<td>6002 / A3</td>
</tr>
<tr>
<td>Entry 3 Certificate in Independent Living</td>
<td>6002 / C3</td>
</tr>
<tr>
<td>Level 1 Award in Independent Living</td>
<td>6002 / A1</td>
</tr>
<tr>
<td>Level 1 Certificate in Independent Living</td>
<td>6002 / C1</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Unit Level and NDAQ Unit Reference</th>
<th>Entry 2</th>
<th>Entry 3</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>6115 The family</td>
<td>J/602/0943 n/a</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6116 Preparation for pregnancy and birth</td>
<td>A/600/9177 T/600/9419</td>
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<tr>
<td>6117 Care of a new baby</td>
<td>K/600/9157 K/600/9163</td>
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<tr>
<td>6119 Introduction to childcare</td>
<td>A/600/0941 n/a</td>
<td></td>
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<tr>
<td>6120 Contraception information</td>
<td>n/a R/601/3459</td>
<td></td>
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<tr>
<td>6123 Choices and decisions</td>
<td>J/503/2774 L/503/2775</td>
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<tr>
<td>6124 Myself within the community</td>
<td>D/503/2778 H/503/2779</td>
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<tr>
<td>6125 Planning a journey</td>
<td>R/503/2776 Y/503/2777</td>
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<tr>
<td>6159 Maintaining healthy hair</td>
<td>L/602/0149 F/600/8953</td>
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<tr>
<td>6160 Maintaining healthy skin and nails</td>
<td>D/600/8944 K/600/8946</td>
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<tr>
<td>6164 Food and health</td>
<td>A/600/8921 Y/600/8926</td>
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<tr>
<td>6167 Food preparation, cooking and serving</td>
<td>K/600/8929 H/600/8931</td>
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<tr>
<td>6172 Health, safety and hygiene</td>
<td>K/600/8932 n/a</td>
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<tr>
<td>6200 Introduction to plant care</td>
<td>T/601/3373 F/601/3375</td>
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<tr>
<td>6201 Introduction to land maintenance</td>
<td>H/601/3529 Y/601/3530</td>
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<tr>
<td>6202 Introduction to animal care</td>
<td>Y/601/3527 D/601/3528</td>
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</tbody>
</table>

6128 Introduction to the physical care of babies and young children
H/602/6314 3 credits

6134 Introduction to the development of children and young people
K/602/6315 2 credits

The following PSD units may also be used within this qualification:

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
6111 – Working towards goals

(all available in the PSD specification)
<table>
<thead>
<tr>
<th>Title:</th>
<th>The Family</th>
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<tbody>
<tr>
<td>Unit Ref No.</td>
<td>J/602/0943</td>
</tr>
<tr>
<td>Entry code:</td>
<td>6115/E2</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
<tr>
<td>Unit aim:</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td>LO1 Recognise the different family structures in the UK.</td>
<td>AC1.1 Identify different family structures.</td>
</tr>
</tbody>
</table>
| LO2 Understand the roles, responsibilities and values of the family. | AC2.1 Identify the functions of the family. 
AC2.2 Discuss roles and responsibilities of family members. |
| LO3 Be aware of factors that can affect family life | AC3.1 List factors that can affect family situations. 
AC3.2 Identify support agencies for families experiencing difficulties. |
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 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 The Family are:

- Preparation for Pregnancy and Birth of the Baby.
- Care of a New Baby
- Development of the Child
- 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 (as illustrated below in some of the examples of tasks).

3.2 Resources

Literature from relevant statutory and voluntary agencies

Outside speakers

Books

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
(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

NurseryWorld
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 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 power point 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-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, 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 attached form by indicating successful completion of each Assessment Criterion. 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.
## Assessment Criteria

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 Identify different family structures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 Identify the functions of the family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.2 Discuss roles and responsibilities of family members.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 List factors that can affect family situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC3.2 Identify support agencies for families experiencing difficulties.</td>
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</table>

**General Comments**

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________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Teacher: ________________________________  Date: ________________________

Moderator: ______________________________  Date: ________________________

6115 - Childcare/The Family E2 / KB
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Understand the importance of pre-planned parenthood.</td>
<td>AC1.1 List the benefits of a stable relationship prior to pregnancy. AC1.2 Give examples of how having a baby can change the lives of parents. AC1.3 Briefly outline the importance of planning families. AC1.4 Describe what is meant by pre-conception care.</td>
</tr>
<tr>
<td><strong>LO2</strong> Know about the stages of pregnancy.</td>
<td>AC2.1 Identify the main stages of pregnancy.</td>
</tr>
<tr>
<td><strong>LO3</strong> Be able to discuss the importance of ante-natal care.</td>
<td>AC3.1 State the importance of ante-natal clinics and classes.</td>
</tr>
<tr>
<td><strong>LO4</strong> Identify signs and stages of labour and be aware of the factors which affect choice for the birth.</td>
<td>AC4.1 Identify the signs and stages of labour. AC4.2 Be aware of the factors which affect choice of the birth.</td>
</tr>
<tr>
<td><strong>LO5</strong> Know about the types of pain relief and the role of the partner during birth.</td>
<td>AC5.1 Identify the different types of pain relief available during the birth. AC5.2 Outline the role of the partner during birth.</td>
</tr>
<tr>
<td>Title:</td>
<td>Preparation for pregnancy and birth of the baby</td>
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<tr>
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<tr>
<td>Unit Ref no.</td>
<td>T/600/9419</td>
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<tr>
<td>Entry code:</td>
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<tr>
<td>Level:</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value:</td>
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<tr>
<td>Unit aim:</td>
<td>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.</td>
</tr>
</tbody>
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</table>
| **LO1** Understand the importance of pre-planned parenthood. | AC1.1 Identify the factors to consider before having a baby.  
AC1.2 Understand the roles and responsibilities of parenthood.  
AC1.3 Describe the various methods of contraception, their efficiency and reliability.  
AC1.4 Describe what pre-conception care is and why it is so important. |
| **LO2** Know the stages of pregnancy. | AC2.1 Understand how fertilisation takes place, signs, confirmation and stages of pregnancy. |
| **LO3** Be able to discuss the importance of ante-natal care. | AC3.1 Discuss, describe and explain ante-natal care. |
| **LO4** Identify signs and stages of labour and be aware of the factors which affect choice for the birth. | AC4.1 Understand and discuss the signs and stages of labour.  
AC4.2 Understand and discuss the factors which affect choice for the birth. |
| **LO5** Know about the types of pain relief and the role of the partner during the birth. | AC5.1 Identify and differentiate between the different types of pain relief available during the birth.  
AC5.2 Describe the role of the partner during the 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 gain knowledge about:

LO1

The importance of pre-planned pregnancy, including 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, Male and Female Sterilisation), their efficiency and reliability.

The structure and function of male and female reproductive systems.

What pre-conception 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 ante-natal clinic.

LO4

The signs that labour has started.
The three stages of labour.
Terms used in childbirth.
Home versus hospital births.

LO5

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 the Child
- 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 (as illustrated below in some of the examples of tasks).

3.2 Resources

Empathy Belly

Samples of contraceptives

Outside speakers e.g. school nurse/health visitor

Books

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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Sheridan Mary D. From Birth to Five Years Routledge ISBN 0.415.16458.3
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 Record Form.
4.2 Examples of Tasks

(a) Tasks Specific to Preparation for Pregnancy and Birth of the Baby

LO1, LO2, LO3, LO4, LO5 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, produce a visual presentation and talk describing what happens. Each group to present to the class.

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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 power point presentation.
## LO Assessment Criteria

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<td>AC1.2 Give examples of how having a baby can change the lives of parents.</td>
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<tr>
<td></td>
<td>AC1.3 Briefly outline the importance of planning families.</td>
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<td></td>
<td>AC1.4 Describe what is meant by pre-conception care.</td>
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<td>LO2</td>
<td>AC2.1 Identify the main stages of pregnancy.</td>
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<td>LO3</td>
<td>AC3.1 State the importance of antenatal clinics and classes.</td>
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<td>LO4</td>
<td>AC4.1 Identify the signs and stages of labour.</td>
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<td>AC4.2 Be aware of the factors which affect choice for the birth.</td>
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</tr>
<tr>
<td>LO5</td>
<td>AC5.1 Identify the different types of pain relief available during the birth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5.2 Outline the role of the partner during birth.</td>
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</table>

## General Comments

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Teacher: ________________________________ Date: ________________________

Moderator: ______________________________ Date: ________________________
## Assessment Record

### LO1

**AC1.1** Identify the factors to consider before having a baby.

**AC1.2** Understand the roles and responsibilities of parenthood.

**AC1.3** Describe the various methods of contraception, their efficiency and reliability.

**AC1.4** Describe what pre-conception care is and why it is so important.

### LO2

**AC2.1** Understand how fertilisation takes place, signs, confirmation and stages of pregnancy.

### LO4

**AC4.1** Understand and discuss signs of stages of labour.

**AC4.2** Understand and discuss factors which affect choice of the birth.

### LO5

**AC5.1** Identify and differentiate between the different types of pain relief available during the birth.

**AC5.2** Describe the role of the partner during the birth.

### General Comments

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**Teacher:** ________________________________  **Date:** ________________________

**Moderator:** ______________________________  **Date:** ________________________
# WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Care of a New Baby</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref No.</td>
<td>K/600/9157</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6117/E2</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>3</td>
</tr>
<tr>
<td><strong>Unit aim:</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

## Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
<tr>
<td>LO1</td>
<td>AC1.1</td>
</tr>
<tr>
<td>Know about post-natal provision available for the mother and baby.</td>
<td>Identify the post-natal provision for mother and baby.</td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1</td>
</tr>
<tr>
<td>Understand the specific needs of the premature baby.</td>
<td>Describe the needs of a premature baby.</td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1</td>
</tr>
<tr>
<td>Be aware of the benefits of breast versus bottle feeding.</td>
<td>Discuss the benefits of breast versus bottle feeding.</td>
</tr>
<tr>
<td>LO4</td>
<td>AC4.1</td>
</tr>
<tr>
<td>Know how to keep a baby clean.</td>
<td>Outline the process to follow when bathing a baby.</td>
</tr>
<tr>
<td>LO5</td>
<td>AC5.1</td>
</tr>
<tr>
<td>Be able to describe weaning.</td>
<td>Give a definition of weaning.</td>
</tr>
<tr>
<td></td>
<td>AC5.2</td>
</tr>
<tr>
<td></td>
<td>Identify when weaning should begin.</td>
</tr>
<tr>
<td>Title:</td>
<td>Care of a New Baby</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Unit Ref No.</td>
<td>K/600/9163</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6117/E3</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>3</td>
</tr>
<tr>
<td>Unit aim:</td>
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</tbody>
</table>

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<tbody>
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<tr>
<td>LO1</td>
<td>Know about post-natal provision available for the mother and baby.</td>
</tr>
<tr>
<td>AC1.1</td>
<td>Identify post natal provision for mother and baby.</td>
</tr>
<tr>
<td>AC2.1</td>
<td>Identify the roles and responsibilities of a health visitor.</td>
</tr>
<tr>
<td>LO2</td>
<td>Understand the specific needs of the premature baby.</td>
</tr>
<tr>
<td>AC2.1</td>
<td>Discuss the needs of a premature baby.</td>
</tr>
<tr>
<td>LO3</td>
<td>Be aware of the benefits of breast versus bottle feeding.</td>
</tr>
<tr>
<td>AC3.1</td>
<td>Outline the advantages of breast versus feeding.</td>
</tr>
<tr>
<td>LO4</td>
<td>Know how to keep a baby clean.</td>
</tr>
<tr>
<td>AC4.1</td>
<td>Describe how to bath a baby with reference to safety.</td>
</tr>
<tr>
<td>LO5</td>
<td>Be able to describe weaning.</td>
</tr>
<tr>
<td>AC5.1</td>
<td>Identify the points to consider when weaning a baby.</td>
</tr>
</tbody>
</table>
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 need of a premature baby.

**LO3**
Learners to investigate the advantages of breast feeding.

Learners to evaluate 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 bath 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 the Child
- 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 (as illustrated below in some of the examples of tasks).

3.2 Resources

Literature from relevant statutory and voluntary agencies

Outside speakers

Books

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
(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
NurseryWorld
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.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.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 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 bath 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-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, 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 Criterion. 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

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 Identify post-natal provision for mother and baby.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 Describe the needs of a premature baby.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 Discuss the benefits of breast versus bottle feeding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>AC4.1 Outline the process to follow when bathing a baby.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO5</td>
<td>AC5.1 Give a definition of weaning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC5.2 Identify when weaning should begin.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Teacher: ________________________________  Date: ________________________  
Moderator: ______________________________  Date: ________________________
CARE OF A NEW BABY - ENTRY 3

WJEC ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 Describe the diagnostic tests carried out on a new baby. AC2.1 Identify post-natal provision for mother and baby.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 Discuss the needs of a premature baby.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 Outline the advantages of breast versus feeding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>AC4.1 Describe how to bath a baby with reference to safety.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO5</td>
<td>AC5.1 Identify the points to consider when weaning a baby.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Comments
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________  Date: ________________________
Moderator: ______________________________  Date: ________________________
<table>
<thead>
<tr>
<th><strong>Title:</strong></th>
<th><strong>An Introduction to Childcare</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Ref No:</strong></td>
<td><strong>A/602/0941</strong></td>
</tr>
<tr>
<td><strong>Entry code:</strong></td>
<td><strong>6119/E2</strong></td>
</tr>
<tr>
<td><strong>Level:</strong></td>
<td><strong>Entry 2</strong></td>
</tr>
<tr>
<td><strong>Credit value:</strong></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td><strong>Unit aim:</strong></td>
<td>The unit aims to enable learners to acquire a knowledge and understanding of the different types of roles within childcare settings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning Outcomes</strong></th>
<th><strong>Assessment Criteria</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
<tr>
<td><strong>LO1</strong></td>
<td><strong>AC1.1</strong></td>
</tr>
<tr>
<td>Understand the need for day care provision.</td>
<td>Outline the need for day care provision.</td>
</tr>
<tr>
<td></td>
<td><strong>AC1.2</strong></td>
</tr>
<tr>
<td></td>
<td>Briefly describe the different types of day care provision available.</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td><strong>AC2.1</strong></td>
</tr>
<tr>
<td>Know the roles, duties and qualifications needed to work within the childcare industry.</td>
<td>Identify qualifications required to work within the childcare industry at a range of levels.</td>
</tr>
<tr>
<td></td>
<td><strong>AC2.2</strong></td>
</tr>
<tr>
<td></td>
<td>Match the roles and duties of a range of staff within the industry to their correct title.</td>
</tr>
<tr>
<td></td>
<td><strong>AC2.3</strong></td>
</tr>
<tr>
<td></td>
<td>Describe qualities needed to work in childcare settings.</td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td><strong>AC3.1</strong></td>
</tr>
<tr>
<td>Understand the need for acceptable patterns of behaviour and approaches to discipline.</td>
<td>List factors that can make a child demonstrate challenging behaviour.</td>
</tr>
<tr>
<td></td>
<td><strong>AC3.2</strong></td>
</tr>
<tr>
<td></td>
<td>Suggest how to deal with a challenging child.</td>
</tr>
</tbody>
</table>
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 their 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 Care of a New Baby are:

Preparation for Pregnancy and Birth of the Baby.
Development of the Child
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 (as illustrated below in some of the examples of tasks).
3.2 Resources

Literature from relevant statutory and voluntary agencies

Outside speakers

Books

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
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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

NurseryWorld
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 Record Form.

4.2 **Examples of Tasks**

(a) **Tasks Specific to Working in 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.
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 bath 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 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, 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)
### AN INTRODUCTION TO CHILDCARE – ENTRY 2

#### WJEC ASSESSMENT RECORD

**Candidate Name __________________________**  **Candidate No.____________**

**Centre Name __________________________**  **Centre No._______________**

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
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<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td><strong>AC1.1 Outline the need for day care provision.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>AC1.2 Briefly describe the different types of day care provision available.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td><strong>AC2.1 Identify qualifications required to work within the childcare industry at a range of levels.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>AC2.2 Match the roles and duties of a range of staff within the industry to their correct title.</strong></td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>AC2.3 Describe qualities needed to work in childcare settings.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td><strong>AC3.1 List factors that can make a child demonstrate challenging behaviour.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>AC3.2 Suggest how to deal with a challenging child.</strong></td>
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</tr>
</tbody>
</table>

**General Comments**

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Teacher: ________________________________  Date: ________________________  

Moderator: ______________________________  Date: ________________________

6119 - An Introduction to Childcare E2 / KB
# Contraception Information

**Unit Ref No:** Cache – CCW approved 006  
**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

<table>
<thead>
<tr>
<th>To be awarded credit for this unit, the learner will:</th>
<th>Assessment Criteria</th>
</tr>
</thead>
</table>
| **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 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 The Family are:

- Preparation for Pregnancy and Birth of the Baby.
- Care of a New Baby
- Development of the Child
- 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 (as illustrated below in some of the examples of tasks).

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 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
(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

NurseryWorld
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 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, LO4, LO5, LO6 and LO7 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 Criterion. 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

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 List methods of contraception.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC1.2 State the strengths and weaknesses of each method of contraception listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 Identify where support on contraception can be obtained.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.2 Give examples of professionals available to talk to individuals about contraception.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Comments

_________________________________________________________________________
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_________________________________________________________________________
_________________________________________________________________________

Teacher: ________________________________  Date: ________________________
Moderator: ______________________________  Date: ________________________

6120 - Contraception Information E3 / KB
## WJEC PATHWAYS - ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title</th>
<th>Choices and Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>J/503/2774</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6123/E2</td>
</tr>
<tr>
<td>Level</td>
<td>Entry 2</td>
</tr>
<tr>
<td>Credit value</td>
<td>1</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment Criteria</strong></td>
</tr>
<tr>
<td><strong>LO1</strong></td>
<td><strong>AC1.1</strong></td>
</tr>
<tr>
<td>Know that choices can be made.</td>
<td>Suggest where choices can be made.</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td><strong>AC2.1</strong></td>
</tr>
<tr>
<td>Be able to take part in decision-making.</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Choices and Decisions</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Unit Ref. No.</td>
<td>L/503/2775</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6123/E3</td>
</tr>
<tr>
<td>Level</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value</td>
<td>1</td>
</tr>
<tr>
<td>Unit aim</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO1</th>
<th>AC1.1 Identify activities where choices can be made.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know that choices can be made in both activities and daily events.</td>
<td>AC1.2 Identify daily events where choices can be made.</td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 Identify choices involved in decision making</td>
</tr>
<tr>
<td>Be able to make a decision.</td>
<td>AC2.2 State choices made.</td>
</tr>
</tbody>
</table>
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.

Working towards goals, Working as part of a group, Developing self, Making the most of leisure time, Community Action, Personal Identity, Preparing for Work, Myself within the Community, Planning a Journey.

3.2 Resources

“Low Cost, No Cost Youth Work:101 Positive Activities for Young People”: Vanessa Rogers
WJEC Support Materials (legacy specifications)

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, Power point 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 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 Criterion. 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. _______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggest where choices can be made.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take part in making a decision about an aspect of their life.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
### CHOICES AND DECISIONS - ENTRY 3

#### ASSESSMENT RECORD

Candidate Name __________________________         Candidate No. __________
Centre Name ________________________________   Centre No. ________________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify activities where choices can</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be made.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Identify daily events where choices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>can be made.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Identify choices involved in decision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 State choices made.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________         Date: __________________________
Moderator: ________________________________    Date: ____________________________
**WJEC PATHWAYS - ENTRY QUALIFICATIONS**

<table>
<thead>
<tr>
<th>Title</th>
<th>Myself within the Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>D/503/2778</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6124/E2</td>
</tr>
<tr>
<td>Level</td>
<td>Entry 2</td>
</tr>
<tr>
<td>Credit value</td>
<td>2</td>
</tr>
<tr>
<td><strong>Unit aim</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
<tr>
<td>LO1</td>
<td>AC1.1</td>
</tr>
<tr>
<td>Be aware of where they live.</td>
<td>Identify their ‘local community’.</td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1</td>
</tr>
<tr>
<td>Know the various facilities/services within their community.</td>
<td>Identify the facilities/services within their community.</td>
</tr>
<tr>
<td>Title</td>
<td>Myself within the Community</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Unit Ref. No.</td>
<td>H/503/2779</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6124/E3</td>
</tr>
<tr>
<td>Level</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value</td>
<td>2</td>
</tr>
</tbody>
</table>

### 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
**To be awarded credit for this unit, the learner will:**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
</tbody>
</table>

#### LO1
Understand the community in which they live.

<table>
<thead>
<tr>
<th>AC1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify their ‘local community’.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AC1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the responsibilities of belonging to a community.</td>
</tr>
</tbody>
</table>

#### LO2
Be able to use various facilities/services within their community.

<table>
<thead>
<tr>
<th>AC2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify facilities/services within their community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AC2.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use community facilities/services.</td>
</tr>
</tbody>
</table>
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.

Working towards goals, Working as part of a group, Developing self, Making the most of leisure time, Environmental awareness, Community Action, Choices and Decisions, Personal Identity, 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, Power point 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 Criterion. 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._______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify 'local community'.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the facilities/services</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>within their community.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Comments
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Teacher: ______________________________  Date: ____________________________
Moderator: __________________________  Date: ____________________________
## Assessment Criteria

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify their “local community”.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Describe the responsibilities of belonging to a community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Identify facilities/services within their community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Use community facilities/services.</td>
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</tbody>
</table>

### General Comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________

EL Units - Independent Living - Myself within the Community E2&E3
# Unit: 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
To be awarded credit for this unit, the learner will:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1 Be able to plan a journey within the community.</td>
<td>AC1.1 Plan a route within their own community.</td>
</tr>
</tbody>
</table>

## Assessment Criteria
Assessment of the learning outcome will require a learner to demonstrate that they can:

- AC1.1 Plan a route within their own community.
<table>
<thead>
<tr>
<th>Title</th>
<th>Planning a Journey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>Y/503/2777</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6125/E3</td>
</tr>
<tr>
<td>Level</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value</td>
<td>1</td>
</tr>
<tr>
<td>Unit aim</td>
<td>This unit aims to enable learners to develop the skills and understanding of how to plan and undertake a journey within their community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td><strong>LO1</strong></td>
<td>AC1.1</td>
</tr>
<tr>
<td>Be able to plan a variety of journeys.</td>
<td>Identify routes and methods of transport for journeys.</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td>AC2.1</td>
</tr>
<tr>
<td>Be able to carry out a variety of journeys.</td>
<td>Use routes and methods of transport to undertake journeys.</td>
</tr>
</tbody>
</table>
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 the various stages and possible stages in planning even the simplest of journeys, e.g. where they’re going, timings, cost, road safety, personal safety, responsibilities to others etc.

LO2

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

- 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

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.

Working towards goals, Making the most of leisure time, Dealing with problems in daily life, Working as part of a group, Personal Identity, Choices and decisions, 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 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 Criterion. 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. ______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan a route within their own community.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 | Office Use
AC1.1 Identify routes and methods of transport for journeys. | | |

AC2.1 Use routes and methods of transport to undertake journeys. | | |

General Comments
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Teacher: ____________________________ Date: ____________________________
Moderator: __________________________ Date: ____________________________

EL Units - Independent Living - Planning a Journey E2&E3
# 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

**To be awarded credit for this unit, the learner will:**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Have a basic understanding of the hair structure.</td>
<td><strong>Entry 2</strong> Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td><strong>AC1.1</strong> Name the three main parts of a strand of hair.</td>
<td></td>
</tr>
<tr>
<td><strong>LO2</strong> Know about different hair types and appropriate care products.</td>
<td><strong>AC2.1</strong> Identify three different hair types.</td>
</tr>
<tr>
<td><strong>AC2.2</strong> Identify different types of hair products for each identified hair type.</td>
<td></td>
</tr>
<tr>
<td><strong>LO3</strong> Be able to shampoo and condition the hair.</td>
<td><strong>AC3.1</strong> Use three shampooing techniques.</td>
</tr>
<tr>
<td><strong>AC3.2</strong> Use a basic surface conditioner.</td>
<td></td>
</tr>
<tr>
<td>Title:</td>
<td>Maintaining Healthy hair</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Unit Ref. Nos.</td>
<td>F/600/8953</td>
</tr>
<tr>
<td>Entry Codes</td>
<td>6159/E3</td>
</tr>
<tr>
<td>Level</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>3</td>
</tr>
<tr>
<td>Unit aim:</td>
<td>This unit aims to enable learners to acquire a basic knowledge and understanding of hair care</td>
</tr>
</tbody>
</table>

### Learning Outcomes

To be awarded credit for this unit, the learner will:

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Entry 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO1</th>
<th>Have a basic understanding of the hair structure.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1</td>
<td>Identify the three main parts of a hair</td>
</tr>
<tr>
<td>AC1.2</td>
<td>Describe the different parts of a hair</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO2</th>
<th>Know about different hair types and appropriate care products.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC2.1</td>
<td>Describe three hair types.</td>
</tr>
<tr>
<td>AC2.2</td>
<td>Explain the suitability of products for particular hair types.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO3</th>
<th>Be able to shampoo and condition the hair.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC3.1</td>
<td>Use three shampooing techniques.</td>
</tr>
<tr>
<td>AC3.2</td>
<td>Use different conditioning treatments.</td>
</tr>
</tbody>
</table>
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 candidates with diagrams, images of the hair structure for them to label, colour etc. (like example below)

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

Group work should be encouraged.

LO2

Provide opportunities for students to learn about different hair types. Also help the students 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 students 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.

**Pettrissage:**
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 muscle
- 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 regimen 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 units likely to be delivered along with maintaining healthy hair:

- Maintaining healthy skin and nails
- Hand care
- Skin care

#### 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)
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 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.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Appearance</th>
<th>Cause</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fragilitus crinium (split ends)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Damaged cuticle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trichorrhexis nodosa Seborrhoeoa</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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. You could use the internet and text books for research. Create a mood board to show your findings. You could include:
- A variety of pictures
- Male and female styles
- Tool, 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 Criterion. 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

<table>
<thead>
<tr>
<th>Candidate Name _________________________</th>
<th>Candidate No.____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre Name_____________________________</td>
<td>Centre No._______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Name the three main parts of a strand of hair.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Correctly identify three different hair types.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Name different types of hair products for each identified hair type.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1 Use three shampooing techniques.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.2 Use a basic surface conditioner.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
**MAINTAINING HEALTHY HAIR: ENTRY 3**

**ASSESSMENT RECORD**

Candidate Name _________________________   Candidate No.____________

Centre Name_____________________________  Centre No._______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1  Name the three main parts of a strand of hair and briefly describe them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2 .1  Identify and describe three hair types.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2  Briefly explain the suitability of products for particular hair types.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1  Use and explain three shampooing techniques.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.2  Use and name different conditioning treatments.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
## WJEC PATHWAYS – ENTRY QUALIFICATIONS

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

### Learning Outcomes

**To be awarded credit for this unit, the learner will:**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong> Know about different skin types and skin care products.</td>
<td><strong>AC1.1</strong> Identify 4 different skin types. <strong>AC1.2</strong> Name different products for cleansing, toning and moisturising different skin types.</td>
</tr>
<tr>
<td><strong>LO2</strong> Know about different factors that contribute to the condition skin and nails.</td>
<td><strong>AC2.1</strong> List at least 5 factors that contribute to the condition of skin and nails.</td>
</tr>
<tr>
<td><strong>LO3</strong> Be able to use products and equipment as part of a nailcare routine.</td>
<td><strong>AC3.1</strong> Choose the correct products and equipment for nailcare from a given selection. <strong>AC3.2</strong> Use products and equipment correctly.</td>
</tr>
<tr>
<td>Title:</td>
<td>Maintain healthy skin and nails</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Unit Ref. Nos.</td>
<td>K/600/8946</td>
</tr>
<tr>
<td>Entry Codes</td>
<td>6160/E3</td>
</tr>
<tr>
<td>Level</td>
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</tr>
<tr>
<td>Unit aim:</td>
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</tr>
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### Learning Outcomes

To be awarded credit for this unit, the learner will:

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<tr>
<td>LO1</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td>Know about different skin types and skin care products.</td>
<td>AC1.1 Identify and describe 4 different skin types.</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Briefly explain the suitability of products for use when cleansing, toning and moisturising different skin types.</td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 List at least 5 factors that contribute to the condition of skin and nails.</td>
</tr>
<tr>
<td>Know about different factors that contribute to the condition skin and nails.</td>
<td>Briefly explain how these factors affect the condition of skin and nails.</td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 Select the correct products and equipment for a nailcare routine.</td>
</tr>
<tr>
<td>Be able to use products and equipment for a nailcare routine.</td>
<td>AC3.2 Use products and equipment correctly.</td>
</tr>
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</table>
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 students 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 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* – *Students could bring in products they use at home, and then analyze each other skin to see if they use the correct products for their skin type*

**LO2**

The students 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.

Students 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!
Students could gain knowledge from an organised trip to a supplier or nail bar.
Opportunities should be provided for students 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

Students 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 maintain healthy skin and nails are:
  •  Maintaining healthy hair
  •  Nail care
  •  Skin care
  •  Introduction to assisting a stylist

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 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 4 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 10 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 Criterion. 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

<table>
<thead>
<tr>
<th>Candidate Name _________________________</th>
<th>Candidate No.___________</th>
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<tr>
<td>Centre Name_____________________________</td>
<td>Centre No._______________</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Identify 4 different skin types.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Name different products for cleansing, toning and moisturising different skin types.</td>
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<tr>
<td>AC2.1 List at least 5 factors that contribute to the condition of skin and nails.</td>
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<tr>
<td>AC3.1 Choose the correct products and equipment for a nailcare from a given selection.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>AC3.2 Use products and equipment appropriately.</td>
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</table>

**General Comments**

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Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
## MAINTAINING HEALTHY SKIN AND NAILS: ENTRY 3

### ASSESSMENT RECORD

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Centre Name_____________________________  Centre No._______________

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<th>Evidence</th>
<th>Office Use</th>
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<tbody>
<tr>
<td>AC1.1 Identify and describe 5 different skin types.</td>
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<tr>
<td>AC1.2 Briefly explain the suitability of products for use when cleansing, toning and moisturising different skin types.</td>
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<td></td>
<td></td>
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<tr>
<td>AC2.1 List at least 5 factors that contribute to the condition of skin and nails and briefly explain how these factors affect the condition of skin and nails.</td>
<td></td>
<td></td>
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<tr>
<td>AC3.1 Select the correct products and equipment for a nailcare routine.</td>
<td></td>
<td></td>
<td></td>
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**General Comments**

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Teacher: ________________________________  Date: ____________________________
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<table>
<thead>
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<tbody>
<tr>
<td>Unit Ref No.</td>
<td>A/600/8921</td>
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<tr>
<td>Entry Code:</td>
<td>6164/E2</td>
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<td>Level:</td>
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<td>Credit value:</td>
<td>4</td>
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<tr>
<td>Unit aim:</td>
<td>The unit aims to provide learners with the opportunity to develop an understanding of the link between food and health.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
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<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td>LO1</td>
<td>AC1.1 Give a basic explanation of current nutritional guidelines.</td>
</tr>
<tr>
<td>Understand the principles of a healthy diet.</td>
<td>AC1.2 Identify the main nutrients needed by the body.</td>
</tr>
<tr>
<td></td>
<td>AC1.3 Illustrate clearly the results of poor food choice.</td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.2 Identify dishes / meals from a selection that are suitable for a range of different dietary needs.</td>
</tr>
<tr>
<td>Be able to apply dietary knowledge to plan meals to meet dietary needs.</td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 Prepare a number of healthy dishes e.g. salads, soups, fruit dishes, stir fry, kebabs.</td>
</tr>
<tr>
<td>Title:</td>
<td>Food and Health</td>
</tr>
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<td>-------</td>
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<td>Unit Ref No.</td>
<td>Y/600/8926</td>
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<tr>
<td>Entry Code:</td>
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<td>Level:</td>
<td>Entry 3</td>
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<td>Credit value:</td>
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<td>Unit aim:</td>
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<tr>
<td><strong>LO1</strong></td>
<td>AC1.1</td>
</tr>
<tr>
<td>Understand the principles of a healthy diet.</td>
<td>Explain current nutritional guidelines and why they should be followed.</td>
</tr>
<tr>
<td></td>
<td>AC1.2</td>
</tr>
<tr>
<td></td>
<td>Identify the main nutrients needed by the body and give examples of main food sources.</td>
</tr>
<tr>
<td></td>
<td>AC1.3</td>
</tr>
<tr>
<td></td>
<td>Review sample diets and explain the results they could have on health and well being.</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td>AC2.2</td>
</tr>
<tr>
<td>Be able to apply dietary knowledge to plan meals to meet dietary needs.</td>
<td>Plan a minimum of 2 days meals to meet a range of dietary needs e.g. low fat diet, coeliac, anaemic, pregnant woman.</td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td>AC3.1</td>
</tr>
<tr>
<td>Be able to use a range of practical skills to make healthy meals / food items.</td>
<td>Adapt recipes to make the dishes they produce healthier (use of alternative cooking methods and different ingredients etc.)</td>
</tr>
</tbody>
</table>
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

Students 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.

Students 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.

Students 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, veggie 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
- Introduction to the hospitality industry
- Science around the home (2011 start)
- Good Science (2011 start)

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

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 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 student, 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.

An Introduction to the hospitality Industry

Task: Produce a portfolio / brochure to show the different types of hospitality and catering establishments in the area where you live or go to school.

You may wish to collect information by:

- Going on a field trip – walk around local town
- Internet research
- Looking in Holiday brochures
- Local newspapers.
Task: Produce a booklet or a wall chart which may be used at the Year 9 or Year 11 option evening in your school / college to show the different employment opportunities available within the hospitality and catering industry.

You may wish to collect information by:
- Internet job search
- Visiting local employers or local
- Contacting the careers guidance department.

Task: Design a matching game that year 10 class could use to learn about:

(1) The different types of establishments that offer hospitality or catering services
   Or
(2) The different roles within the hospitality and catering industry.

Task: Imagine you are opening a new hotel in your local area and need to employ staff.

Write an advert for the local paper stating the qualities you would be looking for in:
(i) A head chef
(ii) Wait staff
(iii) Receptionist

(centre to choose staff suitable for the candidates to relate to).

Task: Carry out a role play activity to interview a person for a specific job in the new restaurant you own.

List the questions you will need to ask to find out if they are suitable for the post.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. 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.
## Assessment Record

**Candidate Name** _______________________  **Candidate No.** ____________________

**Centre Name** __________________________  **Centre No.** ______________________

<table>
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<tr>
<th>LO</th>
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<tbody>
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<td>AC1.1 Give a basic explanation of current nutritional guidelines.</td>
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<td>AC1.2 Identify the main nutrients needed by the body.</td>
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<td>AC1.3 Illustrate clearly the results of poor food choice.</td>
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<tr>
<td>LO2</td>
<td>AC2.2 Identify dishes / meals suitable for a range of occasions and to meet different needs.</td>
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</tr>
<tr>
<td>LO3</td>
<td>AC3.1 Produce a range of dishes.</td>
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**General Comments**

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Teachere: ___________________________  Date: ___________________________

Moderator: __________________________ Date: ___________________________
FOOD AND HEALTH – ENTRY 3

ASSESSMENT RECORD

Candidate Name _______________________ Candidate No. ____________________
Centre Name __________________________ Centre No. ______________________

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<tbody>
<tr>
<td><strong>LO1</strong></td>
<td></td>
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<tr>
<td>AC1.1</td>
<td>Explain current nutritional guidelines and why they should be followed.</td>
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<td>AC1.2</td>
<td>Identify the main nutrients needed by the body and give examples of main food sources.</td>
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<td>AC1.3</td>
<td>Analyse sample diets explaining the results they could have on health and well being.</td>
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<tr>
<td><strong>LO2</strong></td>
<td></td>
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<tr>
<td>AC2.2</td>
<td>Plan a minimum of 2 days meals to meet a range of dietary needs e.g. low fat diet, coeliac, anaemic, pregnant woman.</td>
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<tr>
<td><strong>LO3</strong></td>
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<tr>
<td>AC3.1</td>
<td>Prepare a number of healthy dishes.</td>
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<td>Adapt recipes to make the dishes they produce healthier (use of cooking methods and different ingredients).</td>
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General Comments

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Teacher: ___________________________ Date: ___________________________
Moderator: _________________________ Date: ___________________________
## WJEC PATHWAYS – ENTRY QUALIFICATION

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<tr>
<th>Title:</th>
<th>Food Preparation, Cooking and Serving</th>
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<td>Entry 2</td>
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<td>Credit value:</td>
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<tr>
<td>Unit aim:</td>
<td>This unit aims to enable learners to acquire the knowledge and skills required to prepare, cook and serve a range of dishes.</td>
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</table>

### Learning outcomes

**To be awarded credit for this unit, the learner will:**

<table>
<thead>
<tr>
<th>LO1</th>
<th>Be able to use a selection of basic food preparation skills.</th>
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<tbody>
<tr>
<td></td>
<td><strong>Assessment Criteria</strong></td>
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<tr>
<td></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
<tr>
<td></td>
<td>AC1.1 Use basic food preparation skills when cooking.</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Weigh and measure with some degree of accuracy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO2</th>
<th>Be able to select suitable equipment to complete set tasks.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Assessment Criteria</strong></td>
</tr>
<tr>
<td></td>
<td>AC2.1 With guidance choose the correct equipment.</td>
</tr>
<tr>
<td></td>
<td>AC2.2 Handle equipment safely and hygienically.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>LO3</th>
<th>Be able to cook and serve a selection of dishes.</th>
</tr>
</thead>
<tbody>
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<td></td>
<td><strong>Assessment Criteria</strong></td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Title:</td>
<td>Food Preparation, Cooking and Serving</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Unit Ref No.</td>
<td>H/600/8931</td>
</tr>
<tr>
<td>Entry Code:</td>
<td>6167/E3</td>
</tr>
<tr>
<td>Level:</td>
<td>Entry 3</td>
</tr>
<tr>
<td>Credit value:</td>
<td>4</td>
</tr>
<tr>
<td>Unit aim:</td>
<td>This unit aims to enable learners to acquire the knowledge and skills required to prepare, cook and serve a range of dishes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td>LO1</td>
<td>AC1.1 Select and use appropriate food preparation skills when producing food.</td>
</tr>
<tr>
<td>Be able to use a selection of basic food</td>
<td>AC1.2 Accurately weigh and measure dry foods and liquids.</td>
</tr>
<tr>
<td>preparation skills.</td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 Independently identify and select the correct item of equipment when preparing and cooking food.</td>
</tr>
<tr>
<td>Be able to select suitable equipment to complete set tasks.</td>
<td>AC2.2 Use equipment accurately.</td>
</tr>
<tr>
<td></td>
<td>AC2.3 Handle equipment safely and hygienically.</td>
</tr>
<tr>
<td>LO3</td>
<td>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.</td>
</tr>
<tr>
<td>Be able to cook and serve a selection of dishes.</td>
<td></td>
</tr>
</tbody>
</table>
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 ocra 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 (2011 start)
  - Food Science (2011 start)

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 Record Form.

4.2 Examples of Tasks

(a) Tasks Specific to Food Preparation, Cooking & 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 student, 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.

An introduction to the Hospitality Industry

Task: Produce a portfolio / brochure to show the different types of hospitality and catering establishments in the area where you live or go to school.

You may wish to collect information by:

- Going on a field trip – walk around local town
- Internet research
- Looking in Holiday brochures
- Local newspapers
Task: Produce a booklet or a wall chart which may be used at the Year 9 or Year 11 option evening in your school / college to show the different employment opportunities available within the hospitality and catering industry.

You may wish to collect information by:

- Internet job search
- Visiting local employers or local
- Contacting the careers guidance department

Task: Design a matching game that year 10 class could use to learn about:

(1) The different types of establishments that offer hospitality or catering services.

Or

(2) The different roles within the hospitality and catering industry.

Task: Imagine you are opening a new hotel in your local area and need to employ staff.

Write an advert for the local paper for stating the qualities you would be looking for in:

(i) a head chef

(ii) wait staff

(iii) receptionist

(centre to choose staff suitable for the candidates to relate to)

Task: Carry out a role play activity to interview a person for a specific job in the new restaurant you own.

List the questions you will need to ask to find out if they are suitable for the post.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. 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. _______________________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Use basic food preparation skills when cooking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Weigh and measure with some degree of accuracy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 With guidance, choose the correct equipment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Handle equipment safely and hygienically.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1 Prepare, cook and serve a selection of dishes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Comments

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Teacher: ____________________________  Date: ____________________________
Moderator: ____________________________  Date: ____________________________
# Food Preparation, Cooking and Serving – Entry 3

## Assessment Record

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1 Select and use appropriate food preparation skills when producing food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.2 Accurately weigh and measure dry foods and liquids.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1 Independently identify and select the correct item of equipment when preparing and cooking food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.2 Use equipment accurately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.3 Handle equipment safely and hygienically.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC3.1 Prepare cook and serve a selection of dishes of consistent quality.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Comments

________________________________________________________________________
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________________________________________________________________________
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Teacher: ______________________ Date: ______________________

Moderator: ____________________ Date: ____________________
### Title:
Health, Safety and Hygiene

### Unit Ref No.
K/600/8932

### Entry Code:
6172/E2

### Level:
Enter 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.

<table>
<thead>
<tr>
<th><strong>Learning outcomes</strong></th>
<th><strong>Assessment Criteria</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning outcomes</strong></td>
<td><strong>Assessment Criteria</strong></td>
</tr>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td>LO1</td>
<td>AC1.1</td>
</tr>
<tr>
<td>Be able to make informed decisions regarding safe and hygienic working practices.</td>
<td>Work safely and hygienically during practical sessions.</td>
</tr>
<tr>
<td></td>
<td>AC1.2</td>
</tr>
<tr>
<td></td>
<td>Identify general hygiene and safety points.</td>
</tr>
<tr>
<td>LO2</td>
<td>AC2 .1</td>
</tr>
<tr>
<td>Understand the most common causes and types of food poisoning.</td>
<td>Name the main causes of food poisoning.</td>
</tr>
<tr>
<td></td>
<td>AC2.2</td>
</tr>
<tr>
<td></td>
<td>State 3 main types of food poisoning.</td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1</td>
</tr>
<tr>
<td>Understand the main symptoms of food poisoning and be aware of the effects of food poisoning on health.</td>
<td>Describe the main symptoms of food poisoning.</td>
</tr>
<tr>
<td></td>
<td>AC3.2</td>
</tr>
<tr>
<td></td>
<td>Make simple reference to the effect of food poisoning on a person’s health.</td>
</tr>
</tbody>
</table>
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 candidates to prepare, cook and serve food.

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

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

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

**LO2**

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

Main causes (microbial, physical, chemical)

Common Types of food poisoning: Salmonella, Clostridium perfringents, 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**

Students to be provided with the knowledge so they can identify food poisoning symptoms:

e.g. Abdominal pain
Vomiting
Diarrohea
High temperatures

and briefly explain how this may affect a person's short term and long term health.
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:

- Working in Hospitality and Catering
- Food Preparation, Cooking and Serving
- Food and Health
- Science around the home (2011 start)
- Food Science (2011 start)

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.

LO2 and LO3

**Task:** Produce a simple booklet for year 7-9 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.
(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 student, 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.

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).
Introduction to the Hospitality Industry

Task: Produce a portfolio / brochure to show the different types of hospitality and catering establishments in the area where you live or go to school.

You may wish to collect information by:

- Going on a field trips – walk around local town
- Internet research
- Looking in Holiday brochures
- Local newspapers.

Task: Produce a booklet or a wall chart which may be used at the Year 9 or Year 11 option evening in your school / college to show the different employment opportunities available within the hospitality and catering industry.

You may wish to collect information by:

- Internet job search
- Visiting local employers or local
- Contacting the careers guidance department.

Task: Design a matching game that year 10 class could use to learn about:

1. The different types of establishments that offer hospitality or catering services
2. The different roles within the hospitality and catering industry.

Task: Imagine you are opening a new hotel in your local area and need to employ staff.

Write an advert for the local paper for stating the qualities you would be looking for in:

(i) Wait staff
(ii) Receptionist
(iii) A head chef

(centre to choose staff suitable for the candidates to relate to).

Task: Carry out a role play activity to interview a person for a specific job in the new restaurant you own. List the questions you will need to ask to find out if they are suitable for the post.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. 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

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 Work safely and hygienically during practical sessions.</td>
<td>Met</td>
<td>Evidence</td>
</tr>
<tr>
<td></td>
<td>AC1.2 Identify common hygiene and safety points.</td>
<td>Met</td>
<td>Evidence</td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 Name the main causes of food poisoning.</td>
<td>Met</td>
<td>Evidence</td>
</tr>
<tr>
<td></td>
<td>AC2.2 State 3 main types of food poisoning.</td>
<td>Met</td>
<td>Evidence</td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 Describe the main symptoms of food poisoning.</td>
<td>Met</td>
<td>Evidence</td>
</tr>
<tr>
<td></td>
<td>AC3.2 Make simple reference to the effect of food poisoning on a person's health.</td>
<td>Met</td>
<td>Evidence</td>
</tr>
</tbody>
</table>

General Comments

________________________________________________________________________

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________________________________________________________________________

Teacher: __________________________ Date: __________________________

Moderator: ______________________ Date: __________________________
# WJEC PATHWAYS – ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Introduction to Plant Care</th>
</tr>
</thead>
</table>
| 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

<table>
<thead>
<tr>
<th>To be awarded credit the learner will</th>
<th>Assessment Criteria Entry 2</th>
<th>Assessment Criteria Entry 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LO1</strong></td>
<td><strong>Assessment of the learning outcome will require the learner to demonstrate that they can:</strong></td>
<td><strong>Assessment of the learning outcome will require the learner to demonstrate that they can:</strong></td>
</tr>
<tr>
<td>Know the requirements of plants for healthy growth.</td>
<td>AC1.1 List the requirements of plants for healthy growth.</td>
<td>AC1.1 State the requirements of plants to maintain healthy growth.</td>
</tr>
<tr>
<td><strong>LO2</strong></td>
<td>AC2.1 Assist in the preparation of a seed bed.</td>
<td>AC2.1 Select appropriate tools to prepare a seed bed.</td>
</tr>
<tr>
<td>Be able to propagate a plant.</td>
<td>AC2.2 Follow instructions to sow seeds for one type of plant.</td>
<td>AC2.2 Select an appropriate sowing technique to sow two different types of seed.</td>
</tr>
<tr>
<td></td>
<td>AC2.3 Correctly position a plant for healthy growth.</td>
<td>AC2.3 Correctly position a plant for healthy growth.</td>
</tr>
<tr>
<td><strong>LO3</strong></td>
<td>AC3.1 Assist in the care of seedlings.</td>
<td>AC3.1 Use appropriate techniques to care for seedlings.</td>
</tr>
<tr>
<td>Be able to care for a plant, maintaining healthy growth.</td>
<td>AC3.2 Follow instructions to maintain the healthy growth of a plant.</td>
<td>AC3.2 Care for a plant to maintain healthy growth.</td>
</tr>
<tr>
<td></td>
<td>AC3.3 Control a common weed or pest.</td>
<td>AC3.3 Control a common weed or pest.</td>
</tr>
<tr>
<td><strong>LO4</strong></td>
<td>AC4.1 Produce a food or flower crop from seed.</td>
<td>AC4.1 Harvest a food or flower crop from seed or from cuttings.</td>
</tr>
</tbody>
</table>
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
Science and the Plant World*
Habitat and Adaption*

*Available from September 2011

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://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
- Requirements for healthy growth (Science and the Plant World AC2.1 factors affecting plant growth)
- Harvesting time.

4.3 Recording

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. 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

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment</th>
<th>Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1</td>
<td>List the requirements of plants for healthy growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1</td>
<td>Assist in the preparation of a seed bed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.2</td>
<td>Follow instructions to sow seeds for one type of plant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1</td>
<td>Assist in the care of seedlings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC3.2</td>
<td>Follow instructions to maintain the healthy growth of a plant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>AC4.1</td>
<td>Produce a food or flower crop from seed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

_________________________________________________________________________
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_________________________________________________________________________

Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
# PLANT CARE – ENTRY 3

## ASSESSMENT RECORD

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 State the requirements of plants to maintain healthy growth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 Select appropriate tools and prepare a seed bed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.2 Select an appropriate sowing technique to sow two different types of seed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.3 Correctly position a plant for healthy growth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 Select and use appropriate techniques to care for seedlings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC3.2 Care for a plant to maintain healthy growth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC3.3 Control a common weed or pest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>AC4.1 Harvest a food or flower crop from seed or from cuttings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

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Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
**WJEC PATHWAYS – ENTRY QUALIFICATIONS**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Introduction to Land Maintenance</th>
</tr>
</thead>
</table>
| 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

<table>
<thead>
<tr>
<th>To be awarded credit for this unit the learner will</th>
<th>Assessment Criteria Entry 2</th>
<th>Assessment Criteria Entry 3</th>
</tr>
</thead>
</table>
| **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 in the garden. | AC2.1  
Describe a calendar of maintenance for planted areas. |
| **LO3**  
Be able to plant an area for a purpose. | AC3.1  
Suggest plants for a design.  
AC3.2  
Assist in the planting of an area. | AC3.1  
Design an area for planting.  
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  
Select and 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 fertilises;
- 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) or

*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 with Introduction to Animal care are:

- Introduction to Animal Care
- Introduction to Plant Care
- Habitat and Adaption*
- Science and the Plant World*

*These units will be available from September 2011

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](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)
- [http://www.dgsgardening.btinternet.co.uk/index.htm](http://www.dgsgardening.btinternet.co.uk/index.htm)
- [http://www.bbc.co.uk/gardening/basics/techniques/pruning_index.shtml](http://www.bbc.co.uk/gardening/basics/techniques/pruning_index.shtml)
- [http://www.bbc.co.uk/gardening/design/](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 Criterion. 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.____________

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC 1.1 Identify the tools required to carry out maintenance of planted areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 State the best time to carry out maintenance activities in the garden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 Suggest plants for a design</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC3.2 To assist in the planting of an area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>AC4.1 Use tools assist in the maintenance of planted areas.</td>
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</tr>
</tbody>
</table>

### General Comments

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Teacher: _____________________________________  Date: __________________________

Moderator: ________________________________  Date: ____________________________
## LAND MAINTENANCE – ENTRY 3

### ASSESSMENT RECORD

**Candidate Name** ___________________________   **Candidate No._________

**Centre Name** ___________________________   **Centre No._________

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1 Describe how to carry out maintenance of planted areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1 Describe a calendar of maintenance for planted areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1 Design an area for planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC3.2 Follow a design to plant an area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>AC4.1 Select and use appropriate tools for the maintenance of planted areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC4.2 Carry out maintenance of planted areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC4.3 Perform tests on soil</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

**Teacher:** ________________________________  **Date:** ____________________________

**Moderator:** ______________________________  **Date:** ____________________________
# WJEC PATHWAYS – ENTRY QUALIFICATIONS

<table>
<thead>
<tr>
<th>Title:</th>
<th>Introduction to Animal Care</th>
</tr>
</thead>
</table>
| Entry 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

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

*These units will be available from September 2011

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**

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 Criterion. 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

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
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<th>Evidence</th>
<th>Office Use</th>
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<tbody>
<tr>
<td>LO1</td>
<td>AC1.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>List a minimum of three basic ‘animal needs’ for survival.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State how often an animal need feeding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>List symptoms of ill health in an animal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>List ways to prevent ill health in an animal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State a purpose in the selective breeding of an animal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>AC4.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assist in the care of an animal.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### General Comments

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Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
# Introduction to Animal Care – Entry 3

## Assessment Record

<table>
<thead>
<tr>
<th>LO</th>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>LO1</td>
<td>AC1.1</td>
<td>Describe a minimum of three basic 'animal needs' for survival.</td>
<td></td>
</tr>
<tr>
<td>LO2</td>
<td>AC2.1</td>
<td>Describe the food and watering requirements of an animal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.2</td>
<td>Identify the typical symptoms of disease or parasitic infection in an animal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.3</td>
<td>Describe how to prevent disease and parasitic infection in an animal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC2.4</td>
<td>Describe how to care for sick animals.</td>
<td></td>
</tr>
<tr>
<td>LO3</td>
<td>AC3.1</td>
<td>Describe the purpose in the selective breeding of an animal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AC3.2</td>
<td>Describe the different characteristics of two different breeds of an animal.</td>
<td></td>
</tr>
<tr>
<td>LO4</td>
<td>AC4.1</td>
<td>Demonstrate care for an animal.</td>
<td></td>
</tr>
</tbody>
</table>

## General Comments

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Teacher: ________________________________  Date: ____________________________

Moderator: ______________________________  Date: ____________________________
Level 1 Qualification

Independent Living

Units available:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>6128</td>
<td>Introduction to the Physical Care of Young Babies</td>
<td>H/602/6314</td>
</tr>
<tr>
<td>6130</td>
<td>Encourage Children and Young People to Eat Healthily</td>
<td>H/602/6328</td>
</tr>
<tr>
<td>6131</td>
<td>Using Cooking Skills in a Domestic Kitchen</td>
<td>J/500/5364</td>
</tr>
<tr>
<td>6132</td>
<td>Basic Food Preparation and Cooking</td>
<td>K/502/5042</td>
</tr>
<tr>
<td>6133</td>
<td>Introduction to Catering</td>
<td>F/501/5780</td>
</tr>
<tr>
<td>6134</td>
<td>Introduction to the development of children and young people through play</td>
<td>K/602/6315</td>
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</table>
**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.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
</tbody>
</table>
| **LO1** | AC1.1 Identify care needs for babies and young children’s  
• skin  
• hair  
• teeth  
• nappy area. |
| Know the physical care needs of babies and young children. | |
| **LO2** | 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. |
| Know how to support physical care routines for babies and young children. | |
| **LO3** | 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. |
| Know how to support safe and protective environments for babies and young children. | |
| **LO4** | 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. |
| Know the nutritional needs of 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

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.mychildsafety.net
www.csf.net
www.welephant.co.uk
www.netdoctor.co.uk
www.capt.org.uk
www.rospa.com/childsafety
www.childsafety.co.uk
www.hygienexpert.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 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 criterion. 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

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
</table>
| 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** | | | |
| AC4.2 List **nutritional allergies** that may be experienced by babies and young children. | | | |
| AC4.3 Give examples of healthy balanced meals for young children. | | | |
| AC4.4 Outline the nutritional needs of young Children. | | | |
# Encourage Children and Young People to Eat Healthily

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

## Learning Outcomes

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

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
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<tbody>
<tr>
<td><strong>AC1.1</strong></td>
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</tr>
<tr>
<td>Identify healthy eating principles for children and young people.</td>
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<td></td>
</tr>
<tr>
<td><strong>AC1.2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify <strong>factors</strong> that influence food choice.</td>
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<td></td>
</tr>
<tr>
<td><strong>AC2.1</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Outline a range of activities that encourage children and young people to eat healthily.</td>
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</table>

#### General Comments

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Teacher: ___________________________  Date: ___________________________

Moderator: _________________________  Date: ___________________________
<table>
<thead>
<tr>
<th>Title</th>
<th>Using Cooking Skills in a Domestic Kitchen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>J/500/5364</td>
</tr>
<tr>
<td>Entry Code</td>
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<tr>
<td>Level</td>
<td>Level 1</td>
</tr>
<tr>
<td>Credit value</td>
<td>3</td>
</tr>
<tr>
<td>Unit aim</td>
<td>This unit aims to help learners develop the skills needed to plan, prepare and cook a range of dishes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td>LO1</td>
<td>LO2</td>
</tr>
<tr>
<td>Understand simple nutritional requirements and plan and cost suitable meals.</td>
<td>Recognise and use a variety of fresh ingredients and convenience foods.</td>
</tr>
<tr>
<td>AC1.1 Plan a two-course meal, taking into account basic nutritional value and costs.</td>
<td>AC2.1 Identify a range of fresh ingredients and convenience foods and list the benefits of each.</td>
</tr>
<tr>
<td>AC1.2 Give reasons for choice of meal.</td>
<td>AC2.2 Cook a simple meal using: a) fresh ingredients</td>
</tr>
<tr>
<td></td>
<td>b) convenience foods.</td>
</tr>
<tr>
<td>LO5</td>
<td>Develop the confidence to progress to more advanced dishes.</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>AC5.1</td>
<td>Identify a range of dishes either combining simple cooking techniques or using other techniques, for example, roasting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO6</th>
<th>Understand the importance of basic health and safety in a domestic kitchen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC6.1</td>
<td>Identify the main health and safety risks in a domestic kitchen.</td>
</tr>
<tr>
<td>AC6.2</td>
<td>Carry out tasks safely and hygienically.</td>
</tr>
</tbody>
</table>
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:

- 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.healthyrecipes.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 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 power point 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.
Task 3

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 2 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.

Task 3

Create a power point presentation of all the Health and Safety risks within the food room/domestic kitchen. The power point 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 criterion. 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**

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

**General Comments**

_______________________________________________________________________________
_______________________________________________________________________________

Teacher: ___________________________ Date: ___________________________

Moderator: ___________________________ Date: ___________________________
## Title
Basic Food Preparation and Cooking

<table>
<thead>
<tr>
<th>Title</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>K/502/5042</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6132/L1</td>
</tr>
<tr>
<td>Level</td>
<td>Level 1</td>
</tr>
<tr>
<td>Credit value</td>
<td>3</td>
</tr>
<tr>
<td>Unit aim</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
</tr>
<tr>
<td><strong>LO1</strong> Know the principal methods of cooking.</td>
<td>AC1.1 State the principal methods of cooking. AC1.2 State typical cooking methods for different commodities.</td>
</tr>
<tr>
<td><strong>LO2</strong> Be able to prepare, cook and present simple dishes.</td>
<td>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.</td>
</tr>
</tbody>
</table>
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.
- Use different methods of cooking and know safe working practices for each.
- Use 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 Margret 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, Power point 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

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 criterion. 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

<table>
<thead>
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<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
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<td>State the principal methods of cooking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AC1.2</strong></td>
<td>State typical cooking methods for different commodities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AC2.1</strong></td>
<td>Prepare, cook and present simple dishes safely and hygienically, using wet and dry methods.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AC2.2</strong></td>
<td>Clean work areas and equipment safely and hygienically during and after preparing and cooking food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AC2.3</strong></td>
<td>State safe working practices for different cooking methods.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AC2.4</strong></td>
<td>Review own performance and make suggestions for future improvements.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Comments**

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**Teacher:** ___________________________  **Date:** ____________________________

**Moderator:** _________________________  **Date:** ____________________________

6132 - Basic Food Preparation L1
<table>
<thead>
<tr>
<th>Title</th>
<th>Introduction to Catering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Ref. No.</td>
<td>F/501/5780</td>
</tr>
<tr>
<td>Entry Code</td>
<td>6133/L1</td>
</tr>
<tr>
<td>Level</td>
<td>Level 1</td>
</tr>
<tr>
<td>Credit value</td>
<td>2</td>
</tr>
<tr>
<td>Unit aim</td>
<td>This unit aims to give learners an understanding of the range and purpose of catering and the importance of food safety.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria</th>
</tr>
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<tbody>
<tr>
<td>To be awarded credit for this unit, the learner will:</td>
<td>Assessment of the learning outcome will require a learner to demonstrate that they can:</td>
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</table>

**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 departie, 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.
     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 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 criterion. 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
# Assessment Record

**Candidate Name ________________________________________**  
**Candidate No.____________**

**Centre Name ___________________________________________**  
**Centre No._______________**

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<td></td>
</tr>
<tr>
<td>Identify and describe the features of catering businesses.</td>
<td></td>
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</tr>
<tr>
<td>AC1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and describe the range of different catering business.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and explain the main resources that a catering business requires.</td>
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<td></td>
</tr>
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<td>AC1.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and describe the main roles within catering businesses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AC2.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain why food safety is important.</td>
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<td>AC2.2</td>
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<td>Demonstrate compliance with personal hygiene standards.</td>
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**General Comments**

_______________________________________________________________________________

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_______________________________________________________________________________

**Teacher: ______________________________________ Date: __________________________**

**Moderator: _____________________________________ Date: __________________________**
**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.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td><strong>To be awarded credit for this unit, the learner will:</strong></td>
<td><strong>Assessment of the learning outcome will require a learner to demonstrate that they can:</strong></td>
</tr>
<tr>
<td>LO1</td>
<td>AC1.1</td>
</tr>
<tr>
<td>Know the importance of play for children and young people’s development and well being.</td>
<td>Identify how play supports children and young people’s development and <strong>well-being</strong>.</td>
</tr>
<tr>
<td></td>
<td>AC1.2</td>
</tr>
<tr>
<td></td>
<td>Outline the difference between adult directed play and child initiated play.</td>
</tr>
</tbody>
</table>
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
    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.

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, Power Point presentations, videos, records of oral questioning, annotated task sheets.

Overall comments will be summarised on the 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 power point 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 criterion. 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._______________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Met</th>
<th>Evidence</th>
<th>Office Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1.1</td>
<td></td>
<td></td>
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<tr>
<td>Identify how <strong>play</strong> supports children and young people’s development and <strong>well-being</strong>.</td>
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<tr>
<td>AC1.2</td>
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<tr>
<td>Outline the difference between adult directed play and child initiated play.</td>
<td></td>
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<tr>
<td>AC2.1</td>
<td></td>
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<tr>
<td>Outline what is meant by inclusive and stimulating play.</td>
<td></td>
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<tr>
<td>AC2.2</td>
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<tr>
<td>Describe an environment that supports inclusive and stimulating play.</td>
<td></td>
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<tr>
<td>AC2.3</td>
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<tr>
<td>Identify a range of activities that promote inclusive and stimulating play.</td>
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</tbody>
</table>

General Comments
________________________________________________________________________________
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________________________________________________________________________________
________________________________________________________________________________

Teacher: ______________________________________  Date: ____________________________
Moderator: ____________________________________  Date: ____________________________

6134 - Introduction to the Development of Play L1/MLJ