



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

Suite of Supporting Your Child's Learning Qualifications

NOCN Entry Level Award in Supporting Your Child's Learning (Entry 2) (QCF)

Qualification No: 601/0488/0

Operational End Date 31/12/2015

NOCN Entry Level Award in Supporting Your Child's Learning (Entry 3)

Qualification No: 601/0493/4

NOCN Level 1 Award in Supporting Your Child's Learning

Qualification No: 601/0494/6

Operational Start Date

1 September 2013

Version

2.1 – March 2019

To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: 0300 999 1177

www.nocn.org.uk

Introduction

NOCN has been providing a qualification and accreditation service to providers across the UK for over 25 years and is justifiably proud of its reputation as, "...a provider of fully accessible, trusted and flexible qualification and accreditation services".

Over the years, NOCN has worked effectively with our centres for the benefit of learners across the country; with a mutual interest in providing a continuously improving service. NOCN, whilst retaining all the advantage of being a national body, has always provided a personal, bespoke service to its customers and prides itself on its local presence and expertise within communities.

This handbook is a resource for NOCN centres who wish to offer the NOCN Awards in Supporting Your Child's Learning.

The qualification is relevant to parents or a child's primary carer. It is not suitable for those working in a regulated role, for example child minders or nursery assistants. It is suitable particularly for parents and carers of younger children, including pre-school, but most of the units could be tailored towards supporting parents and carers of teenagers.

The handbook details the qualification specification and provides guidance to the training provider on assessment criteria and evidence requirements.

Contents

| | |
|---|----|
| Introduction | 2 |
| 1. NOCN Awards in Supporting Your Child's Learning | 4 |
| 1.1 Entry Requirements | 4 |
| 1.2 Qualification Structures | 5 |
| 1.3 Total Qualification Time (TQT) | |
| 2. Centre Information | 9 |
| 2.1 Offering the qualifications | 9 |
| Recognised Centres, New Centres and External Verification | |
| 2.2 Required Resources for Delivering the Qualifications | 9 |
| Tutor/Assessor, Internal Verifier | |
| Continuous Professional Development (CPD) | 11 |
| 3. Unit Information | 12 |
| 3.1 Units | 13 |
| Supporting Your Child's Learning | 13 |
| Skills for Listening to Your Child | 18 |
| Supporting Your Child with Maths | 22 |
| Supporting Your Child with Reading | 27 |
| Supporting Your Child with Writing | 32 |
| Supporting Your Child's Literacy and Numeracy Development Out of School | 37 |
| Understanding How and Why to Make a Story Sack | 42 |
| Understanding How to Use a Story Sack with Your Child | 46 |
| Know How to Use Craft Activities to Support Your Child's Learning | 50 |
| Know How to Use Games to Support Your Child's Literacy Development | 55 |
| Know How to Use Games to Support Your Child's Numeracy Development | 60 |
| Know How to Use ICT to Support Your Child's Learning | 65 |
| Know How to Use Play to Support Your Child's Learning | 70 |
| Know How to Use Poetry and Rhyme to Support Your Child's Language Development | 75 |
| 4. Assessment and Evidence | 80 |
| 4.1 Fair and Equitable Assessment | 80 |
| 4.2 Learners with Particular Requirements | 81 |
| 4.3 Recognised Prior Learning | 81 |
| 4.4 Functional Skills | 81 |
| 4.5 Assessment and Evidence for the Units | 82 |
| Appendix 1 – Resource suggestions | 83 |
| Appendix 2 – Assessment Documentation | 84 |
| Appendix 3 – Feedback Sheet | 86 |

1. NOCN Awards in Supporting Your Child's Learning

The NOCN Awards in Supporting Your Child's Learning are designed to provide an introduction to how parents or carers can support their child's learning outside the classroom environment. Learners will gain knowledge on supporting the child's communication, ICT, numeracy and literacy skills and how to develop the child's learning through play, craft activities and rhyme.

These qualifications are suitable for learners aged 14 years or over. The qualifications will provide learners with an opportunity to:

- Gain the knowledge and practical skills required to support their child's development outside the classroom.
- Achieve a standalone qualification that offers an introduction to the role of parents and carers in developing and supporting their child's skills whilst gaining an understanding of the way that children are taught within schools.
- Progress onto other childcare qualifications, including NVQs or qualifications for teaching assistants and nursery nurses or to further personal study in Mathematics, English or ICT.

These qualifications are aimed at parents or a child's primary carer and refer to a child being cared for in a family setting. They are not intended as training for childcare professionals and are therefore inappropriate for use by those working in a regulated role, for example childminders or nursery assistants.

1.1. Entry Requirements

There are no formal entry requirements for learners undertaking these qualifications.

1.2. Qualification Structures

The **NOCN Entry Level Award in Supporting Your Child's Learning (Entry 2) (QCF)** is a 3 credit qualification and has 30 guided learning hours. Learners must achieve 1 credit from the mandatory unit plus 2 credits from the optional units listed below:

| Unit Title | Level | Credit Value | Mandatory (M) Optional (O) | Ofqual Unit Reference |
|---|-------|--------------|-------------------------------|-----------------------|
| Supporting Your Child's Learning | E2 | 1 | M | L/505/0872 |
| Skills for Listening to Your Child | E2 | 1 | O | A/505/0804 |
| Supporting Your Child with Maths | E2 | 1 | O | K/505/0846 |
| Supporting Your Child with Reading | E2 | 1 | O | L/505/0855 |
| Supporting Your Child with Writing | E2 | 1 | O | L/505/0855 |
| Supporting Your Child's Literacy and Numeracy Development Out of School | E2 | 1 | O | K/505/0877 |
| Understanding How and Why to Make a Story Sack | E2 | 1 | O | T/505/0980 |
| Understanding How to Use a Story Sack with Your Child | E2 | 1 | O | L/505/0984 |
| Know How to Use Craft Activities to Support Your Child's Learning | E2 | 1 | O | L/505/0256 |
| Know How to Use Games to Support Your Child's Literacy Development | E2 | 1 | O | Y/505/0647 |
| Know How to Use Games to Support Your Child's Numeracy Development | E2 | 1 | O | K/505/0653 |
| Know How to Use ICT to Support Your Child's Learning | E2 | 1 | O | T/505/0770 |
| Know How to Use Play to Support Your Child's Learning | E2 | 1 | O | K/505/0779 |
| Know How to Use Poetry and Rhyme to Support Your Child's Language Development | E2 | 1 | O | D/505/0794 |

The **NOCN Entry Level Award in Supporting Your Child's Learning (Entry 3)** is a 3 credit qualification and has 30 guided learning hours with a Total Qualification Time (TQT)

of 30 hours. Learners must achieve 1 credit from the mandatory unit plus 2 credits from the optional units listed below:

| Unit Title | Level | Credit Value | Mandatory (M) Optional (O) | Ofqual Unit Reference Number |
|---|-------|--------------|-------------------------------|------------------------------|
| Supporting Your Child's Learning | E3 | 1 | M | R/505/0873 |
| Skills for Listening to Your Child | E3 | 1 | O | T/505/0834 |
| Supporting Your Child with Maths | E3 | 1 | O | A/505/0849 |
| Supporting Your Child with Reading | E3 | 1 | O | A/505/0866 |
| Supporting Your Child with Writing | E3 | 1 | O | F/505/0870 |
| Supporting Your Child's Literacy and Numeracy Development Out of School | E3 | 1 | O | M/505/0878 |
| Understanding How and Why to Make a Story Sack | E3 | 1 | O | F/505/0982 |
| Understanding How to Use a Story Sack with Your Child | E3 | 1 | O | R/505/0985 |
| Know How to Use Craft Activities to Support Your Child's Learning | E3 | 1 | O | R/505/0257 |
| Know How to Use Games to Support Your Child's Literacy Development | E3 | 1 | O | D/505/0648 |
| Know How to Use Games to Support Your Child's Numeracy Development | E3 | 1 | O | M/505/0654 |
| Know How to Use ICT to Support Your Child's Learning | E3 | 1 | O | R/505/0775 |
| Know How to Use Play to Support Your Child's Learning | E3 | 1 | O | H/505/0781 |
| Know How to Use Poetry and Rhyme to Support Your Child's Language Development | E3 | 1 | O | H/505/0795 |

The **NOCN Level 1 Award in Supporting Your Child's Learning** is a 3 credit qualification and has 30 guided learning hours WITH A Total Qualification Time (TQT) of 30 hours. Learners must achieve 1 credit from the mandatory unit plus 2 credits from the optional units listed below:

| Unit Title | Level | Credit Value | Mandatory (M) Optional (O) | Ofqual Unit Reference Number |
|---|-------|--------------|----------------------------|------------------------------|
| Supporting Your Child's Learning | 1 | 1 | M | H/505/0876 |
| Skills for Listening to Your Child | 1 | 1 | O | A/505/0835 |
| Supporting Your Child with Maths | 1 | 1 | O | Y/505/0843 |
| Supporting Your Child with Reading | 1 | 1 | O | F/505/0867 |
| Supporting Your Child with Writing | 1 | 1 | O | J/505/0871 |
| Supporting Your Child's Literacy and Numeracy Development Out of School | 1 | 1 | O | K/505/0880 |
| Understanding How and Why to Make a Story Sack | 1 | 1 | O | J/505/0983 |
| Understanding How to Use a Story Sack with Your Child | 1 | 1 | O | Y/505/0986 |
| Know How to Use Craft Activities to Support Your Child's Learning | 1 | 1 | O | J/505/0255 |
| Know How to Use Games to Support Your Child's Literacy Development | 1 | 1 | O | D/505/0651 |
| Know How to Use Games to Support Your Child's Numeracy Development | 1 | 1 | O | A/505/0768 |
| Know How to Use ICT to Support Your Child's Learning | 1 | 1 | O | H/505/0778 |
| Know How to Use Play to Support Your Child's Learning | 1 | 1 | O | T/505/0784 |
| Know How to Use Poetry and Rhyme to Support Your Child's Language Development | 1 | 1 | O | M/505/0797 |

1.3. Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
 - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
 - includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- Other Learning Hours (OLH):
 - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
 - preparatory work
 - self-study
 - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

2. Centre Information

2.1 Offering the qualification

Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering the NOCN Awards in Supporting Your Child's Learning, please contact: business-enquiries@nocn.org.uk.

If you are ready to add the qualification to your curriculum offer, please log in to the NOCN website, under Centres > Processes and Documents, and complete the 'Additional Qualification Approval Request Form,' which can then be returned to business-enquiries@nocn.org.uk for the attention of your Account and Sector Manager.

New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

External Verification

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.

- Verify recommendations for achievement submitted by the centre via Quartzweb.

Refer to the **NOCN Quality Assurance User Guide** for further information on the External Quality Assurance process.

2.2 Required Resources for Delivering the Qualification

As part of the requirement to deliver these qualifications there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualifications have a demonstrable level of expertise.

Tutor/Assessor

NOCN expects that Tutors/Assessors are able to demonstrate the following competencies:

- Be technically competent in early years education or child development and/or have experience of delivering training within the area. The minimum expectation is that the level of experience should be at the same level as the training that is to be delivered.

- An occupational knowledge of child care or early years education. The minimum expectation is that the level of knowledge should be at the same level as the training that is to be delivered.
- Hold a recognised teaching qualification or, for new tutors, undertake and complete initial teacher training to a minimum Level 3 standard within 12 months of taking up the tutor role.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but they **cannot** carry out any verification on work that they have previously assessed.

Internal Verifier

Each centre must have internal verification policies and procedures in place to ensure that decisions made by assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability, and consistency.

NOCN expects that an Internal Verifier is able to demonstrate the following competencies:

They should:

- Be technically competent in early years education or child development and/or have experience of delivering training within the area. The minimum expectation is that the level of experience should be at the same level as the training that is to be delivered.
- An occupational knowledge of child care or early years education. The minimum expectation is that the level of knowledge should be at the same level as the training that is to be delivered.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should encourage standardisation and sharing of good practice.

Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and verification.

3. Unit Information

To achieve this qualification a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each unit. However a number of assessment criteria can be taught and assessed through one activity.

A copy of each of the units follows, with an indication of a scope of learning that would be required to cover the assessment criteria. This list is indicative, not exhaustive.

Please note: Each of the units is shown together at Entry 2, Entry 3 and Level 1 and the scope of learning, which covers all the levels, follows the Level 1 version of the unit.

3.1 Units

| | |
|--|---|
| Unit Title | Supporting Your Child's Learning |
| Ofqual unit reference number (code) | L/505/0872 |
| Unit Level | Entry |
| Unit Sub Level | Entry 2 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1. Know the importance of supporting his/her child's learning. | 1.1. Give an example of how his/her child's level of achievement could be improved through support. |
| 2. Know own role in supporting his/her child's learning. | 2.1. Identify own role in supporting his/her child's learning. 2.2. Give an example of an activity which could support his/her child's learning. 2.3. Select one way to keep a record of his/her child's learning. |
| 3. Be able to review own learning. | 3.1. State one thing learned through working with his/her child. |

| | |
|--|---|
| Unit Title | Supporting Your Child's Learning |
| Ofqual unit reference number (code) | R/505/0873 |
| Unit Level | Entry |
| Unit Sub Level | Entry 3 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1. Understand the importance of supporting his/her child's learning. | 1.1. State the importance of supporting his/her child's learning. 1.2. Give examples of ways in which his/her child's levels of achievement could be raised through support. |
| 2. Understand own role in supporting his/her child's learning. | 2.1. Identify own role in supporting his/her child's learning. 2.2. Give examples of activities which could support his/her child's learning. 2.3. State how to keep a record of his/her child's learning. |
| 3. Be able to review own learning. | 3.1. Give an example of own learning through working with his/her child. |

| | |
|--|---|
| Unit Title | Supporting Your Child's Learning |
| Ofqual unit reference number (code) | H/505/0876 |
| Unit Level | One |
| Unit Sub Level | None |
| Unit Credit Value | 1 |
| GLH | 9 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1. Understand the importance of supporting his/her child's learning. | 1.1. Outline the importance of supporting his/her child's learning. 1.2. Identify how his/her child's levels of achievement could be raised through support. |
| 2. Understand own role in supporting his/her child's learning. | 2.1. Outline own role in supporting his/her child's learning. 2.2. Identify activities which could support his/her child's learning. 2.3. Identify how to keep a record of his/her child's learning. 2.4. Give one reason why keeping a record of his/her child's learning is important. |
| 3. Be able to review own learning. | 3.1. Record examples of own learning through working with his/her child. |

Scope of learning for the units

Learners should understand that learning does not only take place in the classroom or nursery, but can be supported by the parent or carer. They should recognise that supporting the child outside the classroom broadens the child's experience of how to apply specific learning and areas of skills development. Learning can be supported in a wide range of places including, but not exclusively:

- in the home environment
- in the supermarket
- in the park
- whilst on journeys using whatever any mode of transport.

They should be able to give examples of how they can support the child's learning. This could include:

- counting activities
- rhymes and song
- asking for help in finding items whilst out shopping to develop early reading skills
- pointing out signs and symbols in the everyday environment.

Playing games encourages social as well as cognitive development and encourages turn taking and behavioural aspects of learning. Even watching a TV programme together can encourage learning if the parent or carer takes the time to talk to the child about what s/he is watching and drawing out information from the programme that the child would be able to recognise from their own experience.

Learners should be taught that educational establishments use different methods of recording children's progress. Reference could be made to assessment tools used to measure children's levels of attainment and progress in school, nursery or pre-school.

If the course is being delivered in a school, nursery or pre-school, the tutor could collect together examples of blank records and even practice Standard Attainment Tests which the learners could look at and discuss. Most schools use a Reading Record which is a link between the teacher and the parent or carer. Nurseries and pre-school may use diaries to record activities and parents and carers of younger children may be asked to complete a diary of learning outside the classroom environment.

Learners should have guidance about how to complete these records. Learners should realise that whilst regular support is beneficial to the child, specific support for a child in a particular curriculum area should always be undertaken with guidance from the teacher to ensure that the methods taught outside the classroom match the teaching and learning activities currently being delivered in the classroom.

Learners must be taught the importance of sharing information with teaching or nursery staff particularly around the support the child has received at home. Not only does it demonstrate that the child is being supported outside the classroom, but could also show a difference in the attainment in different environments. Sometimes children do not learn in the same way in different environments and information from parents and carers could support the teaching or nursery staff to understand how the child reacts to different support methods.

Learners at all levels should start to reflect on their own learning and they should be able to identify how helping their child is helping them to learn too. It is important that the examples given reflect the way that working WITH the child has developed own learning.

Assessment

There are no prescribed methods of evidencing competence in the assessment criteria. There is no requirement for the assessment activities to be completed in writing and if the learner struggles with writing, other methods of evidencing achievement may be used.

Suggested evidence could include:

- Diaries and logs of activity
- Photographic evidence
- Copies of records to show child's learning
- Witness testimonies
- Notes from discussions
- Video or audio clips showing discussions or role plays and simulations.

Summative assessment could include a session with both the parent/carer and child where the learner could demonstrate that the skills developed through the sessions can be applied to working with their child.

| | |
|--|---|
| Unit Title | Skills for Listening to Your Child |
| Ofqual unit reference number (code) | A/505/0804 |
| Unit Level | Entry |
| Unit Sub Level | Entry 2 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1. Understand the value and benefits of listening to his/her child. | 1.1. Give an example of own feelings when listened to as a child. 1.2. State one benefit of listening to his/her child. |
| 2. Be able to listen without interrupting. | 2.1. Demonstrate listening without interrupting. |
| 3. Know how to ask questions when listening to his/her child. | 3.1. Give an example of a question to ask when listening to his/her child. |

| | |
|--|---|
| Unit Title | Skills for Listening to Your Child |
| Ofqual unit reference number (code) | T/505/0834 |
| Unit Level | Entry |
| Unit Sub Level | Entry 3 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1. Understand the value and benefits of listening to his/her child. | 1.1. List examples of own feelings when listened to as a child. 1.2. List benefits of listening to his/her child. |
| 2. Be able to listen without interrupting. | 2.1. Demonstrate listening without interrupting. |
| 3. Know how to ask questions when listening to his/her child. | 3.1. List questions to ask when listening to his/her child. 3.2. State why the question is appropriate. |

| | |
|--|---|
| Unit Title | Skills for Listening to Your Child |
| Ofqual unit reference number (code) | A/505/0835 |
| Unit Level | One |
| Unit Sub Level | None |
| Unit Credit Value | 1 |
| GLH | 9 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1. Understand the value and benefits of listening to his/her child. | 1.1. Outline the value and benefits of listening to his/her child. |
| 2. Know how to listen to his/her child. | 2.1. Demonstrate how to actively listen to his/her child. |
| 3. Know how to ask questions when listening to his/her child. | 3.1. Give an example of an open question. 3.2. Give an example of a closed question. 3.3. Give an example of when to use an open question when listening to his/her child. 3.4. Give an example of when to use a closed question when listening to his/her child. |

Scope of learning for the units

Learners should be taught about the differences between active and passive listening skills and why active listening is important in ensuring that the child receives the best sort of attention to support learning. Active listening skills include:

- Using both open and closed questions
- The use of positive body language
 - Directly facing and looking at the child
 - Leaning forwards
 - Open stance including open arms rather than folded
- The use of 'tag' questions

They should be able to list the benefits of listening, without interrupting, to a child and be able to explain how they felt their own parents/carers listened to them. The use of video clips to show good and bad listening techniques would be useful to clearly demonstrate how beneficial active listening can be and how destructive not listening to a child can be to a child's behaviour and confidence as well as his/her communication skills.

Learners should have the opportunity to identify the difference between open and closed questions and could be introduced to 'tag' questions which can be used to draw people into a conversation. They should be able to list some questions that they could ask when they are communicating with a child and to be able to say why the question is appropriate for the child or the situation.

Assessment

Assessment for Learning Outcome 2 must be through a practical demonstration, whether in a real or simulated situation.

Evidence of competence in learning outcomes 1 and 3 may include:

- Short question and answer activities
- Diary or reflective logs
- Discussions
- Audio or video clips of discussions or activities that have taken place in the classroom
- Short narratives

There is no requirement to record the evidence in writing and learners who struggle with writing could produce the evidence using different methods.

Summative assessment could include a session with both the parent/carer and child where the learner could demonstrate that the skills developed through the sessions can be applied to working with their child.

| | |
|--|---|
| Unit Title | Supporting Your Child with Maths |
| Ofqual unit reference number (code) | K/505/0846 |
| Unit Level | Entry |
| Unit Sub Level | Entry 2 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1. Know about ways to teach maths to children. | 1.1. Identify one way of teaching maths to children. |
| 2. Know own role in supporting his/her child's learning in maths. | 2.1. State one way a parent or carer can support his/her child in learning maths. |
| 3. Know how to support his/her child's learning in maths. | 3.1. Give an example of how to support his/her child's learning in maths. |

| | |
|--|---|
| Unit Title | Supporting Your Child with Maths |
| Ofqual unit reference number (code) | A/505/0849 |
| Unit Level | Entry |
| Unit Sub Level | Entry 3 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1. Know different ways to teach maths to children. | 1.1. List ways to teach maths to children. |
| 2. Know own role in supporting his/her child's learning in maths. | 2.1. State ways a parent or carer can support his/her child in learning maths. |
| 3. Know how to support his/her child's learning in maths. | 3.1. Give examples of methods to support his/her child's learning in maths. 3.2. State how these methods can help develop mathematical skills. |
| 4. Know whether a maths activity has been successful. | 4.1. Identify one part of the maths activity which went well. 4.2. Identify one way to improve the maths activity. |

| | |
|--|---|
| Unit Title | Supporting Your Child with Maths |
| Ofqual unit reference number (code) | Y/505/0843 |
| Unit Level | One |
| Unit Sub Level | None |
| Unit Credit Value | 1 |
| GLH | 9 |

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1. Understand different approaches used to teach maths to children. | 1.1. Give examples of approaches used to teach maths to children. |
| 2. Understand own role in supporting his/her child's learning in maths. | 2.1. Identify ways a parent or carer can support his/her child in learning maths. |
| 3. Be able to use methods to support his/her child's learning in basic mathematical rules. | 3.1. Use two methods to support his/her child's learning in maths. 3.2. Outline how different methods help develop mathematical skills. |
| 4. Know whether a maths activity has been successful. | 4.1. Identify positive outcomes of supporting his/her child with maths. 4.2. Identify how to improve the maths activity. |

Scope of learning for the units

During the sessions, the learners should have the opportunity to discuss both the development of maths skills, particularly for younger children, that can be supported by parents and carers outside the classroom, and, depending on the age of the children, should be shown some of the newer methods used in the classroom, especially those related to the teaching and learning of the four rules.

It is important that, if learners are supporting school age children with maths skills, they should be aware of the methods that are being taught in school because trying to show them different methods, when a teacher is focusing upon one specific way of teaching a child to multiply, for example, may be detrimental to a child's learning.

The sessions could start by discussing where the parents/carers use maths skills in their own lives. This could include:

- Telling the time
- Gauging portions of food for the family
- Reading calorific information on food
- Cooking and following recipes
- Filling a car with fuel
- Shopping
- Using positional language
- Reading timetables
- Reading lists or looking at graphs and charts (including weather)
- Working out the prices of sale items or comparing prices or interest rates
- Working out what to buy for a project in the home

The tutor could drill down to the specific parts of the maths curriculum covered by the activities, focussing on number skills, fractions, decimals and percentages, measure, shape and space and handling data as these are the skills covered by Functional Mathematics and the Adult Numeracy curriculum.

Learners could be encouraged to discuss their own feelings of being taught maths and how they feel about maths today. They could identify situations within their own activities that could become an opportunity to develop their child's maths skills, for example asking them to put four tins of beans in the shopping basket.

Learners have to identify a way to support a child's maths skills; this could either be in support of an activity that had been sent home from school, an activity that is done in the home or one that could be undertaken whilst out and about (perhaps planning a trip to a local attraction for older children). Learners could also devise a game or activity of their own to support maths skills.

Parents and carers of younger children could be asked to develop a number walk which has stops on the way where maths could be explored. Parents and carers of children of all ages could develop a maths game that they could use with their children. This may be:

- A track game where a child moves round the board counting the spaces or, for older children, where they land on a space and have to pick up a maths card with a sum relevant to their level of study
- A domino game with sums or shapes that have to be matched
- A matching pairs game where the child matches shapes, numbers, a sum and the answer or equivalent fractions/decimals/percentages etc
- A bingo game

At Entry 3 and Level 1 a learner must reflect on what went well with an activity to support maths and what improvements could be made.

Assessment

Assessment for Learning Outcome 3 at Level 1 must be through a practical demonstration, whether in a real or simulated situation or a record of an activity that was completed with their child which was not necessarily observed by the class tutor.

Evidence of competence may include:

- Short question and answer activities
- Diary or reflective logs
- Discussions
- Audio or video clips of discussions or activities that have taken place in the classroom
- Short narratives
- Games or resources produced by the learner

There is no requirement to record the evidence in writing and learners who struggle with writing could produce the evidence using different methods.

Summative assessment could include a session with both the parent/carer and child where the learner could demonstrate that the skills developed through the sessions can be applied to working with their child.

| | |
|--|---|
| Unit Title | Supporting Your Child with Reading |
| Ofqual unit reference number (code) | L/505/0855 |
| Unit Level | Entry |
| Unit Sub Level | Entry 2 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1. Know about ways to teach reading to children. | 1.1. Identify one way of teaching reading to children. |
| 2. Know own role in supporting his/her child's reading. | 2.1. State one way a parent or carer can support his/her child in learning to read. |
| 3. Know how to use support materials for reading. | 3.1. Give one example of how to use support materials for reading. |

| | |
|--|---|
| Unit Title | Supporting Your Child with Reading |
| Ofqual unit reference number (code) | A/505/0866 |
| Unit Level | Entry |
| Unit Sub Level | Entry 3 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1. Know about different ways to teach reading to children. | 1.1. Identify ways of teaching reading to children. |
| 2. Know own role in supporting his/her child's reading. | 2.1. State ways a parent or carer can support his/her child in learning to read. |
| 3. Know how to use support materials for reading. | 3.1. Give examples of how to use support materials for reading. 3.2. Give examples of how support materials help develop reading skills. |
| 4. Know whether a reading activity has been successful. | 4.1. Identify one part of the reading activity which went well. 4.2. Identify one way to improve the reading activity. |

| | |
|--|---|
| Unit Title | Supporting Your Child with Reading |
| Ofqual unit reference number (code) | F/505/0867 |
| Unit Level | One |
| Unit Sub Level | None |
| Unit Credit Value | 1 |
| GLH | 9 |

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1. Understand different approaches used to teach reading to children. | 1.1. Give examples of approaches used in teaching reading to children. |
| 2. Understand own role in supporting his/her child's reading. | 2.1. State ways a parent or carer can support his/her child in learning to read. |
| 3. Be able to use support materials for reading. | 3.1. Use support materials for reading with his/her child. 3.2. Outline how support materials help develop reading skills. |
| 4. Know whether a reading activity has been successful. | 4.1. Identify positive outcomes of supporting his/her child with reading. 4.2. Identify how to improve the reading activity. |

Scope of learning for the units

During the sessions, the learners should have the opportunity to discuss the development of reading skills, particularly in younger children, that can be supported by parents and carers outside the classroom, and, depending on the age of the children, they should be shown some of the newer methods used in the classroom, especially those related to phonics.

It is important that if learners are supporting school age children with reading skills, they should be aware of the methods that are being taught in school as trying to show them different methods, when a teacher is focusing upon one specific way of teaching a child to break down words, for example, may be detrimental to a child's learning.

The sessions could start by discussing where the parents/carers use reading skills in their own lives. This could include:

- Finding their favourite programme on the TV
- Reading cooking information on food labels
- Following recipes
- Filling a car with fuel – making sure they follow the instructions correctly
- Shopping – reading labels or signs in the store
- Reading timetables
- Reading newspapers, leaflets, letters or books
- Finding items in an index
- Reading instructions for a project in the home

The tutor could drill down to the specific parts of the English curriculum covered by the activities, focussing on text level, sentence level and word level approaches to teaching reading as these are the skills covered by Functional English and the Adult Literacy curriculum.

Learners could be encouraged to discuss their own feelings of being taught to read and how they feel about it today. They could identify situations within their own activities that could become an opportunity to develop their child's reading skills.

Although the learners have to identify a way to support a child's reading skills, this could either be in support of an activity that had been sent home from school, an activity that is done in the home or whilst out and about (perhaps researching or planning a trip to a local attraction for older children). Learners could also devise a game or activity of their own to support reading skills.

Parents and carers of younger children could be asked to develop a signs and symbols walk which has stops on the way where reading could be explored. Parents and carers of children of all ages could develop a reading game that they could use with their children. This may be:

- A track game where a child moves round the board and when they land on a space they have to pick up a card with a word to read relevant to their level of study
- A domino game with words or signs and symbols that have to be matched
- A matching pairs game where the child matches words and pictures or letters and pictures etc
- A bingo game

At Entry 3 and Level 1 a learner must reflect on what went well with an activity to support reading and what improvements could be made.

Assessment

Assessment for Learning Outcome 3 at Level 1 must be through a practical demonstration, whether in a real or simulated situation or a record of an activity that was completed with their child which was not necessarily observed by the class tutor.

Evidence of competence may include:

- Short question and answer activities
- Diary or reflective logs
- Discussions
- Audio or video clips of discussions or activities that have taken place in the classroom
- Short narratives
- Games or activities produced by the learner

There is no requirement to record the evidence in writing and learners who struggle with writing could produce the evidence using different methods.

Summative assessment could include a session with both the parent/carer and child where the learner could demonstrate that the skills developed through the sessions can be applied to working with their child.

| | |
|--|---|
| Unit Title | Supporting Your Child with Writing |
| Ofqual unit reference number (code) | L/505/0869 |
| Unit Level | Entry |
| Unit Sub Level | Entry 2 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1. Know about ways to teach writing to children. | 1.1. Identify one way of teaching writing to children. |
| 2. Know own role in supporting his/her child's writing skills' development. | 2.1. State one way a parent or carer can support his/her child in learning to write. |
| 3. Know a method to support his/her child's writing skills' development. | 3.1. Give one example of a method used to develop his/her child's writing skills. |

| | |
|--|---|
| Unit Title | Supporting Your Child with Writing |
| Ofqual unit reference number (code) | F/505/0870 |
| Unit Level | Entry |
| Unit Sub Level | Entry 3 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1. Know about different ways to teach writing to children. | 1.1. Identify ways of teaching children to write. |
| 2. Know own role in supporting his/her child's writing skills' development. | 2.1. State ways a parent or carer can support his/her child in learning to write. |
| 3. Know how to use different methods to support a child's writing skills' development. | 3.1. Give examples of methods used to develop writing skills. 3.2. State how the methods help develop writing skills. |
| 4. Know whether a writing activity has been successful. | 4.1. Identify one part of the writing activity which went well. 4.2. Identify one way to improve the writing activity. |

| | |
|--|---|
| Unit Title | Supporting Your Child with Writing |
| Ofqual unit reference number (code) | J/505/0871 |
| Unit Level | One |
| Unit Sub Level | None |
| Unit Credit Value | 1 |
| GLH | 9 |

This unit has 4 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1. Understand different approaches used to teach writing to children. | 1.1. Give examples of approaches used in developing a child's writing skills. |
| 2. Understand own role in supporting his/her child's writing skills' development. | 2.1. State ways a parent or carer can support his/her child in learning to write. |
| 3. Be able to use methods to support his/her child's writing skills' development. | 3.1. Use different methods to develop his/her child's writing skills. 3.2. Outline how each method supports the development of his/her child's writing skills. |
| 4. Know whether a writing activity has been successful. | 4.1. Identify positive outcomes of supporting his/her child with writing. 4.2. Identify how to improve the writing activity. |

Scope of learning for the units

During the sessions, the learners should have the opportunity to discuss the development of writing skills, particularly for younger children, that can be supported by parents and carers outside the classroom, and, depending on the age of the children, they should be shown some of the newer methods used in the classroom, especially those related to spelling.

It is important that if learners are supporting school age children with writing skills, they should be aware of the methods that are being taught in school as trying to show them different methods, when a teacher is focusing upon one specific way of teaching a child to spell, for example, may be detrimental to a child's learning.

The sessions could start by discussing where the parents/carers use writing skills in their own lives. This could include:

- Sending emails
- Writing notes
- Writing letters
- Planning activities such as shopping lists
- Writing reports at work
- Sending text messages
- Posting messages on social media sites

The tutor could drill down to the specific parts of the English curriculum covered by the activities, focussing on text level, sentence level and word level approaches to developing writing skills as these are the approaches covered by Functional English and the Adult Literacy curriculum.

Learners could be encouraged to discuss their own feelings of being taught to write and how they feel about it today. This may include the changes in which writing is used today, including the use of information technology for every day interactions with others and how this has impacted on the development of writing skills, e.g. informality and use of text language. They could identify situations within their own activities that could become an opportunity to develop their child's writing skills.

Although the learners have to identify a way to support a child's writing skills, this could either be in support of an activity that had been sent home from school or an activity that is done in the home. Learners could also devise a game or activity of their own to support writing skills.

Parents and carers of younger children could be asked to develop a role play activity which has opportunities for the child to write, for example, pretending to be a teacher or pretending to run a post office. Parents and carers of children of all ages could develop a writing game that they could use with their children. This may be:

- A track game where a child moves round the board and has to pick up a card with a writing task relevant to their level of study. This could be to write a letter of the alphabet, spell a word or say which letter of the alphabet is the first or last letter of a word depicted in an image.
- A matching pairs game where the child matches upper and lower case letters etc
- A story writing using pictures or words to develop an imaginary story – the child would choose a selection of the words and pictures and either tell a story or write a story
- Using children's email programmes such as Maily or a story writing package on the computer to develop skills linked to ICT
- Starting a story and then passing it round people in the home to add to the story bit by bit
- Making a writing board – on a piece of card, using dots to form letters or words which is then laminated so that the child can draw over the dots to practice handwriting skills

At Entry 3 and Level 1 a learner must reflect on what went well with an activity to support writing and what improvements could be made.

Assessment

Assessment for Learning Outcome 3 at Level 1 must be through a practical demonstration, whether in a real or simulated situation or a record of an activity that was completed with their child which was not necessarily observed by the class tutor.

Evidence of competence may include:

- Short question and answer activities
- Diary or reflective logs
- Discussions
- Audio or video clips of discussions or activities that have taken place in the classroom
- Short narratives
- Games or activities produced by the learner

There is no requirement to record the evidence in writing and learners who struggle with writing could produce the evidence using different methods.

Summative assessment could include a session with both the parent/carer and child where the learner could demonstrate that the skills developed through the sessions can be applied to working with their child.

| | |
|--|--|
| Unit Title | Supporting Your Child's Literacy and Numeracy Development Out of School |
| Ofqual unit reference number (code) | K/505/0877 |
| Unit Level | Entry |
| Unit Sub Level | Entry 2 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1. Know about opportunities out of school to develop his/her child's literacy and numeracy skills. | 1.1. State one way in which his/her child can develop literacy and numeracy skills in the home. 1.2. State one way in which his/her child can develop literacy and numeracy skills in the community. |
| 2. Know own role in supporting his/her child's literacy or numeracy development. | 2.1. Identify one activity carried out with his/her child either in the home or community to support literacy or numeracy development. |

| | |
|--|--|
| Unit Title | Supporting Your Child's Literacy and Numeracy Development Out of School |
| Ofqual unit reference number (code) | M/505/0878 |
| Unit Level | Entry |
| Unit Sub Level | Entry 3 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1. Know about opportunities out of school to develop his/her child's literacy and numeracy skills. | 1.1. List ways in which his/her child can develop his/her literacy and numeracy skills in the home. 1.2. List ways in which his/her child can develop his/her literacy and numeracy skills in the community. |
| 2. Understand own role in supporting his/her child's literacy and numeracy development. | 2.1. Identify an activity carried out with his/her child either in the home or community to support literacy development. 2.2. Identify an activity carried out with his/her child either in the home or community to support numeracy development. |
| 3. Know whether an activity to support literacy or numeracy development has been successful. | 3.1. Identify one part of the activity which went well. 3.2. Identify one way to improve the activity. |

| | |
|--|--|
| Unit Title | Supporting Your Child's Literacy and Numeracy Development Out of School |
| Ofqual unit reference number (code) | K/505/0880 |
| Unit Level | One |
| Unit Sub Level | None |
| Unit Credit Value | 1 |
| GLH | 9 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1. Know about opportunities out of school to develop his/her child's literacy and numeracy skills. | 1.1. Identify ways in which his/her child can develop his/her literacy and numeracy skills in the home. 1.2. Identify ways in which his/her child can develop his/her literacy and numeracy skills in the community. |
| 2. Understand own role in supporting his/her child's literacy and numeracy development. | 2.1. Outline an activity carried out either in the home or community to support literacy development. 2.2. Outline an activity carried out either in the home or community to support numeracy development. |
| 3. Know whether an activity to support literacy or numeracy development has been successful. | 3.1. Identify positive outcomes of using an activity to support his/her child's literacy and numeracy development. 3.2. Identify how to improve the activity. |

Scope of learning for the units

This unit has been written to draw together both English and Maths skills and would probably not be used if the learners had completed separate maths or English units. It specifically relates to supporting children in the home or community with maths and English skills.

It is important that if learners are supporting school age children with maths or English skills, they should be aware of the methods that are being taught in school as trying to show them different methods, when a teacher is focusing upon one specific way of teaching a child to multiply, for example, may be detrimental to a child's learning.

The sessions could start by discussing what is covered by the terms literacy and numeracy and where the children use maths and English skills in their own lives.

This could include:

- Telling the time
- Reading labels on foods
- Cooking and following recipes
- Shopping
- Using positional language
- Reading timetables
- Working out what to buy for a project in the home
- Writing texts and emails
- Writing and reading notes
- Reading signs and symbols in the community

Learners could be encouraged to discuss their own feelings of being taught maths and English and how they feel about it today, including demonstrating an awareness of how differently children are taught in school today. They could identify situations within their own activities that could become an opportunity to develop their child's maths skills.

Learners have to identify a way to support a child's maths and English skills; this includes an activity that is done in the home or whilst out and about.

This may be:

- reading road or shops signs
- working out the number of the next house on the street by counting in twos
- counting the number of cars or lorries seen whilst on a journey
- counting the number of bus stops
- singing rhymes and songs
- playing games of let's pretend
- writing or reading a shopping list

At Entry 3 and Level 1 a learner must reflect on what went well with an activity to support maths or English and what improvements could be made.

Assessment

Assessment for Learning Outcome 2 at Level 1 must be through a record of an activity to support the development of literacy or numeracy skills that was completed with their child which was not necessarily observed by the class tutor.

Evidence of competence may include:

- Short question and answer activities
- Diary or reflective logs
- Discussions

- Audio or video clips of discussions or activities that have taken place in the classroom
- Short narratives
- Games or activities produced by the learner

There is no requirement to record the evidence in writing and learners who struggle with writing could produce the evidence using different methods.

Summative assessment could include a session with both the parent/carer and child where the learner could demonstrate that the skills developed through the sessions can be applied to working with their child.

| | |
|--|---|
| Unit Title | Understanding How and Why to Make a Story Sack |
| Ofqual unit reference number (code) | T/505/0980 |
| Unit Level | Entry |
| Unit Sub Level | Entry 2 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1. Understand the purpose of a story sack. | 1.1. Give one reason why a story sack might be used with a child. |
| 2. Know the contents of a story sack. | 2.1. Identify items which could be included in a story sack. |
| 3. Know how to make a story sack. | 3.1. Choose a story for his/her child. 3.2. Give an example of a game or character related to the chosen story. |

| | |
|--|---|
| Unit Title | Understanding How and Why to Make a Story Sack |
| Ofqual unit reference number (code) | F/505/0982 |
| Unit Level | Entry |
| Unit Sub Level | Entry 3 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1. Understand the purpose of a story sack. | 1.1. List reasons why a story sack might be used with a child. |
| 2. Know the contents of a story sack. | 2.1. List the main components of a story sack. |
| 3. Know how to make a story sack. | 3.1. Identify a story for his/her child. 3.2. List the contents of the story sack related to the selected story. |

| | |
|--|---|
| Unit Title | Understanding How and Why to Make a Story Sack |
| Ofqual unit reference number (code) | J/505/0983 |
| Unit Level | One |
| Unit Sub Level | None |
| Unit Credit Value | 1 |
| GLH | 9 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1. Understand the purpose of a story sack. | 1.1. Outline reasons why a story sack might be used with a child. |
| 2. Know the contents of a story sack. | 2.1. Describe the main components of a story sack. |
| 3. Know how to make a story sack. | 3.1. Identify a story for his/her child. 3.2. State one reason for selecting the story. 3.3. Identify the contents of the story sack related to the selected story. |

Scope of learning for the units

Learners should understand what a story sack is and what it is used for. By examining commercially produced or tutor produced story sacks, they should be able to identify the key components of story sacks and why they are included within a story sack to support a child's learning.

Learners should look at a variety of books relevant to the ages of their child and be able to select a book which is appropriate to the child. This may be because:

- It is a favourite story
- The characters are interesting
- The book is age appropriate
- The book is well illustrated and would promote further discussion beyond just reading the text

Discussions could take place around what makes a book appear attractive. This could include:

- The cover
- The illustrations

- The font used
- The size of the font
- Use of white space on the page

Having selected a book suitable for their child and to be made into a story sack, the learner should be able to identify relevant contents to include in a sack that they might develop. This may include:

- The book itself
- Key characters
- Props to help to tell the story
- A game
- A guide to show how the story sack could be used
- A recording of the story

Assessment

Evidence of competence may include:

- Short question and answer activities
- Diary or reflective logs
- Discussions
- Audio or video clips of discussions or activities that have taken place in the classroom
- Short narratives

This unit links well with the unit 'Understanding how to use a Story Sack with your Child'.

There is no requirement to record the evidence in writing and learners who struggle with writing could produce the evidence using different methods.

| | |
|--|--|
| Unit Title | Understanding How to Use a Story Sack with Your Child |
| Ofqual unit reference number (code) | L/505/0984 |
| Unit Level | Entry |
| Unit Sub Level | Entry 2 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1. Know how to use a story sack with his/her child. | 1.1. Give an example of how to use one item from a story sack with his/her child. |
| 2. Know how a story sack can support his/her child's literacy or numeracy development. | 2.1. Give an example of how a story sack could support his/her child's development of skills in one of the following areas: a) reading b) language c) numeracy. |

| | |
|--|--|
| Unit Title | Understanding How to Use a Story Sack with Your Child |
| Ofqual unit reference number (code) | R/505/0985 |
| Unit Level | Entry |
| Unit Sub Level | Entry 3 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1. Know how to use a story sack with his/her child. | 1.1. State how to use the contents of a story sack with his/her child. |
| 2. Know how a story sack can support his/her child's literacy and numeracy development. | 2.1. Give an example of how a story sack could support his/her child's development of skills in the following areas: d) reading e) language f) numeracy. |
| 3. Know whether an activity using a story sack has been successful. | 3.1. Identify one part of the activity which went well. 3.2. Identify one way to improve the activity. |

| | |
|--|--|
| Unit Title | Understanding How to Use a Story Sack with Your Child |
| Ofqual unit reference number (code) | Y/505/0986 |
| Unit Level | One |
| Unit Sub Level | None |
| Unit Credit Value | 1 |
| GLH | 9 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1. Know how to use a story sack with his/her child. | 1.1. Outline how to use the contents of a story sack with his/her child. |
| 2. Know how a story sack can support his/her child's literacy and numeracy development. | Identify how a story sack could support his/her child's development of skills in: a) reading for meaning b) comprehension c) language d) numeracy. |
| 3. Know whether an activity using a story sack has been successful. | 3.1. Identify positive outcomes of using a story sack with his/her child. 3.2. Identify how to improve the activity. |

Scope of learning for the units

This unit could be delivered in conjunction with the unit 'Understanding How and Why to Make a Story Sack' or as a standalone unit using a manufacturer produced story sack. The purpose of the unit is to support a parent or carer to use the story sack to support their child's development in literacy and/or numeracy.

If the unit is delivered as a standalone unit, it is important that the parent/carers can identify the key elements of a story sack.

For Learning Outcome 1, dependent on the level, a learner must be able to know how to use at least one component of a story sack with their child. This could be any (or at higher levels, all) of these components:

- The book
- The recording of the story
- The props

- The characters
- The game
- The guide to the story sack

For Learning Outcome 2, a learner must be able to identify how the story sack can support reading, writing, language and numeracy. This could include:

- Shared reading
- Practising reading/writing key words, letters or numbers (depending on the level of the book)
- Prediction skills
- Reading for meaning or detail
- Comprehension skills
- Counting skills
- Language development through rhyme or song
- One to one communication skills
- Sequencing

At Entry Level 3 and Level 1 there is an additional learning outcome, where the learner has to know whether using a story sack with their child has been successful or not and what went well and what needed development. This implies that at some stage the learner will have had to use a story sack with their child. This could be observed within the class or could be in the learner's home. Other than the completion of activities to identify what went well and what needed to be improved, there is no requirement of the unit that there is evidence of completion of the activity where the learner uses the story sack in practice.

Assessment

Evidence of competence may include:

- Short question and answer activities
- Diary or reflective logs
- Discussions
- Audio or video clips of discussions or activities that have taken place in the classroom
- Short narratives

This unit links well with the unit 'Understanding How and Why to Make a Story Sack with your Child'.

There is no requirement to record the evidence in writing and learners who struggle with writing could produce the evidence using different methods.

| | |
|--|--|
| Unit Title | Know How to Use Craft Activities to Support Your Child's Learning |
| Ofqual unit reference number (code) | L/505/0256 |
| Unit Level | Entry |

| | |
|--------------------------|----------------|
| Unit Sub Level | Entry 2 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1. Know how craft activities can support his/her child's learning. | 1.1. Give an example of how a craft activity can support his/her child's learning. |
| 2. Know how to use craft activities with his/her child. | 2.1. State a craft activity to carry out with his/her child. 2.2. Give examples of health and safety issues associated with the craft activity. 2.3. State how to carry out the craft activity with his/her child. |

| | |
|--|--|
| Unit Title | Know How to Use Craft Activities to Support Your Child's Learning |
| Ofqual unit reference number (code) | R/505/0257 |
| Unit Level | Entry |
| Unit Sub Level | Entry 3 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1. Know how craft activities can support his/her child's learning. | 1.1. State how a craft activity can support his/her child's learning. |
| 2. Know how to use craft activities with his/her child. | 2.1. Identify a craft activity to carry out with his/her child. 2.2. List the health and safety issues to consider when using the craft activity with his/her child. 2.3. Identify how to carry out the craft activity with his/her child. |
| 3. Know whether a craft activity has been successful. | 3.1. Identify one part of the craft activity which went well. 3.2. Identify one way to improve the craft activity. |

| | |
|--|--|
| Unit Title | Know How to Use Craft Activities to Support Your Child's Learning |
| Ofqual unit reference number (code) | J/505/0255 |
| Unit Level | One |
| Unit Sub Level | None |
| Unit Credit Value | 1 |
| GLH | 9 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1. Know how craft activities can support his/her child's learning. | 1.1. Identify ways in which craft activities can support his/her child's learning. |
| 2. Know how to use craft activities with his/her child. | 2.1. Identify a craft activity to carry out with his/her child. 2.2. Outline health and safety issues to consider when using the craft activity with his/her child. 2.3. Plan how to carry out the craft activity with his/her child. |
| 3. Know whether a craft activity has been successful. | 3.1. Identify positive outcomes of the craft activity. 3.2. Identify one way to improve the craft activity. |

Scope of learning for the units

This unit may be used in conjunction with the unit 'Understanding Why and How to Make a Story Sack' as the craft activity could be linked to one of the activities in the guidance booklet for the story sack. Alternatively the unit can be delivered on its own as a standalone unit or could be linked with a maths or English unit if the craft activity supports the development of literacy or numeracy skills.

Craft activities could include any number of different crafts using a range of materials and a good starting point may be to discuss what the learners consider to be craft and the materials that they would need to have available to complete a craft activity. Learners could be encouraged to discuss their own craft skills which may include:

- Baking or cooking
- Sewing, knitting, crochet or lacework
- Painting or other art related activities

- Card making
- Wood or metal work
- Jewellery making
- Origami
- Weaving

For Learning Outcome 1, learners should have an understanding of how craft activities support a child's learning, for example, fine motor skills development as well as knowledge of the world around them or literacy and numeracy or language development. By discussing the skills required to undertake the craft activities that they or other friends or family do, learners should be able to draw out the skills that children can learn. This could include:

- Weighing and measuring
- Holding instruments and fine motor skills
- Understanding textures and colours, including colour mixing
- Counting and reading
- Shape and space including lines of symmetry and spatial awareness

For Learning Outcome 2, the learners should know how to use craft activities with their child. They should identify a craft activity that they could do with their child and then plan how to carry out the activity. This includes an understanding of simple health and safety rules that they should follow. This could include:

- Using child friendly equipment – scissors, glue and paints
- Being aware of the dangers of slips and spills
- Being aware of the need to take care in the kitchen when cooking or baking
- The role of the adult in promoting good health and safety awareness

Learners may watch short film extracts or look at pictures of dangerous environments to help them to identify good and bad practice in health and safety.

At Entry Level 3 and Level 1 there is an additional learning outcome which assesses the learners understanding of whether the craft activity was successful or not and identifying what went well and what needs to be improved.

There is no requirement at either level that the craft activity must be undertaken in the class under the supervision of the tutor and no additional evidence that the activity took place is required other than the evaluation of the activity.

Assessment

Evidence of competence may include:

- Short question and answer activities
- Diary or reflective logs
- Discussions

- Audio or video clips of discussions or activities that have taken place in the classroom
- Short narratives
- Craft activities that have been produced with the child
- An activity plan

There is no requirement to record the evidence in writing and learners who struggle with writing could produce the evidence using different methods.

| | |
|--|---|
| Unit Title | Know How to Use Games to Support Your Child's Literacy Development |
| Ofqual unit reference number (code) | Y/505/0647 |
| Unit Level | Entry |
| Unit Sub Level | Entry 2 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1. Be able to select a game to develop his/her child's literacy skills. | 1.1. Identify a game to develop his/her child's literacy skills. 1.2. State how to play the game. |
| 2. Know how the game supports the development of his/her child's literacy skills. | 2.1. Give an example of a literacy skill used in the game. |

| | |
|--|---|
| Unit Title | Know How to Use Games to Support Your Child's Literacy Development |
| Ofqual unit reference number (code) | D/505/0648 |
| Unit Level | Entry |
| Unit Sub Level | Entry 3 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1. Be able to design a game to develop his/her child's literacy skills. | 1.1. Design a game to develop his/her child's literacy skills. 1.2. List the resources needed for the game. 1.3. State how to play the game. |
| 2. Know how the game supports his/her child's literacy development. | 2.1. Give examples of ways in which the game can encourage his/her child's literacy development. 2.2. Identify a literacy skill used in the game. |
| 3. Know whether the games activity has been successful. | 3.1. Identify one part of the game which went well. 3.2. Identify one way to improve the game. |

| | |
|--|---|
| Unit Title | Know How to Use Games to Support Your Child's Literacy Development |
| Ofqual unit reference number (code) | D/505/0651 |
| Unit Level | One |
| Unit Sub Level | None |
| Unit Credit Value | 1 |
| GLH | 9 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1. Be able to design a game to develop his/her child's literacy skills. | 1.1. Design a game to develop his/her child's literacy skills. 1.2. Identify the resources needed for the game. 1.3. State the rules of the game. 1.4. Describe how to play the game. |
| 2. Know how the game supports his/her child's literacy development. | 2.1. Give examples of ways in which the game can encourage the development of his/her child's literacy skills. 2.2. Identify the literacy skills used in the game. |
| 3. Know whether a games activity has been successful. | 3.1. Identify positive outcomes of using a game with his/her child. 3.2. Identify one way to improve the game. |

Scope of learning for the units

This unit may be used in conjunction with the units 'Understanding Why and How to Make a Story Sack' and 'Understanding How to Use a Story Sack with Your Child' or 'Supporting Your Child with Reading' or 'Supporting Your Child with Writing'. Alternatively, the unit could be a stand-alone unit.

During the sessions, the learners should have the opportunity to discuss literacy skills, particularly for younger children, that can be supported by parents and carers outside the classroom.

It is important that if learners are supporting school age children with literacy skills, they should be aware of the methods that are being taught in school as trying to show them different methods, when a teacher is focusing upon one specific way of teaching a child to read or write, for example, may be detrimental to a child's learning.

The sessions could start by discussing where the parents/carers use literacy skills in their own lives where they are playing a game. This could include:

- Reading instructions
- Reading cards within a board game
- Reading about a character's actions or choices on a computer game
- Writing messages to other online players
- Negotiating skills
- Communicating with other players

Learners could be encouraged to look at a variety of manufactured games and to identify the literacy skills required to play the games. Each session of the course could encourage parents to take part in a game which requires reading, writing or communication skills. At Entry 2 the learners may choose a manufactured game to use with their child, but at Entry Level 3 and Level 1 the learner must design a game of their own.

To achieve Learning Outcome 1, the learner has to be able to select a game to develop their child's literacy skills. Although the learners have to identify, and at Entry Level 3 and Level 1, design a game to support a child's literacy skills, this could either be a game that is done in the home or whilst out and about (perhaps a board game or a game that is played without props such as a rhyming game, a Reading Walk, which has stops on the way to explore words or signs and symbols or a storytelling game, where one person starts the story and another continues).

Learners must be able to say how to play the game and, at Level 1, explain the rules of the game. Entry Level 3 and Level 1 learners must identify the resources required to play the game.

For Learning Outcome 2, learners must be able to identify the literacy skills used in the game and at Entry Level 3 and Level 1 must identify why the game may encourage the child to develop literacy skills.

At Entry 3 and Level 1 there is an additional learning outcome where a learner must reflect on what went well with a game to support literacy skills and what improvements could be made. There is no additional evidence that the game has been played other than an evaluation of the game, so similarly there is no requirement for the game to take place in the class under the supervision of the tutor.

Assessment

This unit may be used in conjunction with the units 'Understanding Why and How to Make a Story Sack' and 'Understanding How to Use a Story Sack with Your Child' or 'Supporting Your Child with Reading' or 'Supporting Your Child with Writing'. Alternatively, the unit could be a stand-alone unit. Evidence produced for one unit may be cross referenced to another, for example, the game produced for the story sack units

could be used alongside the guidance notes from the story sack towards evidence of achievement of Learning Outcome 1 and 2 within this unit.

Evidence of competence may include:

- Short question and answer activities
- Diary or reflective logs
- Discussions
- Audio or video clips of discussions or activities that have taken place in the classroom
- Short narratives
- Games produced by the learner

There is no requirement to record the evidence in writing and learners who struggle with writing could produce the evidence using different methods.

| | |
|--|---|
| Unit Title | Know How to Use Games to Support Your Child's Numeracy Development |
| Ofqual unit reference number (code) | K/505/0653 |
| Unit Level | Entry |
| Unit Sub Level | Entry 2 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1. Be able to select a game to develop his/her child's numeracy skills. | 1.1. Identify a game to develop his/her child's numeracy skills. 1.2. State how to play the game. |
| 2. Know how the game supports the development of his/her child's numeracy skills. | 2.1. Give an example of a numeracy skill used in the game. |

| | |
|--|---|
| Unit Title | Know How to Use Games to Support Your Child's Numeracy Development |
| Ofqual unit reference number (code) | M/505/0654 |
| Unit Level | Entry |
| Unit Sub Level | Entry 3 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1. Be able to design a game to develop his/her child's numeracy skills. | 1.1. Design a game to develop his/her child's numeracy skills. 1.2. List the resources needed for the game. 1.3. State how to play the game. |
| 2. Know how the game supports his/her child's numeracy development. | 2.1. Give examples of ways in which the game can encourage his/her child's numeracy development. 2.2. Identify a numeracy skill used in the game. |
| 3. Know whether the game has been successful. | 3.1. Identify one part of the game which went well. 3.2. Identify one way to improve the game. |

| | |
|--|---|
| Unit Title | Know How to Use Games to Support Your Child's Numeracy Development |
| Ofqual unit reference number (code) | A/505/0768 |
| Unit Level | One |
| Unit Sub Level | None |
| Unit Credit Value | 1 |
| GLH | 9 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1. Be able to design a game to develop his/her child's numeracy skills. | 1.1. Design a game to develop his/her child's numeracy skills. 1.2. Identify the resources needed for the game. 1.3. State the rules of the game. 1.4. Describe how to play the game. |
| 2. Know how the game supports his/her child's numeracy development. | 2.1. Give examples of ways in which the game can encourage the development of his/her child's numeracy skills. 2.2. Identify the numeracy skills used in the game. |
| 3. Know whether a games activity has been successful. | 3.1. Identify positive outcomes of using a game with his/her child. 3.2. Identify one way to improve the game. |

Scope of learning for the units

This unit may be used in conjunction with the units 'Understanding Why and How to Make a Story Sack' and 'Understanding How to Use a Story Sack with Your Child' or 'Supporting Your Child with Maths'. Alternatively, the unit could be a stand-alone unit.

During the sessions, the learners should have the opportunity to discuss numeracy skills, particularly for younger children that can be supported by parents and carers outside the classroom.

It is important that if learners are supporting school age children with numeracy skills, they should be aware of the methods that are being taught in school as trying to show them different methods, when a teacher is focusing upon one specific way of teaching a child to multiply, for example, may be detrimental to a child's learning.

The sessions could start by discussing where the parents/carers use numeracy skills in their own lives where they are playing a game. This could include:

- Adding up scores
- Counting spots on dice
- Subtracting from a number e.g. darts
- Counting on and back spaces on a board
- Calculating how many spaces there are to the end of the board
- Reading the scores on computer games and comparing to other scores
- Understanding positional language
- Sequencing skills

Learners could be encouraged to look at a variety of manufactured games and to identify the numeracy skills required to play the games. Each session of the course could encourage parents to take part in a game which requires number skills. At Entry 2 the learners may choose a manufactured game to use with their child, but at Entry Level 3 and Level 1 the learner must design a game of their own.

To achieve Learning Outcome 1, learner has to be able to select a game to develop their child's numeracy skills. Although the learners have to identify, and at Entry Level 3 and Level 1, design a game to support a child's numeracy skills, this could either be a game that is done in the home or whilst out and about (perhaps a board game or a game that is played without props such as a counting or sequencing number game or a Number Walk, which has stops on the way to explore numbers or mathematical skills).

Learners must be able to say how to play the game and, at Level 1, explain the rules of the game. Entry Level 3 and Level 1 learners must identify the resources required to play the game.

For Learning Outcome 2, learners must be able to identify the numeracy skills used in the game and at Entry Level 3 and Level 1 must identify why the game may encourage the child to develop numeracy skills.

At Entry 3 and Level 1 there is an additional learning outcome where a learner must reflect on what went well with a game to support numeracy skills and what improvements could be made. There is no additional evidence that the game has been played other than an evaluation of the game, so similarly there is no requirement for the game to take place in the class under the supervision of the tutor.

Assessment

This unit may be used in conjunction with the units 'Understanding Why and How to Make a Story Sack' and 'Understanding How to Use a Story Sack with Your Child' or 'Supporting Your Child with Maths'. Alternatively, the unit could be a stand-alone unit. Evidence produced for one unit may be cross referenced to another, for example, the game produced for the story sack units could be used alongside the guidance notes from the story sack towards evidence of achievement of Learning Outcome 1 and 2 within this unit.

Evidence of competence may include:

- Short question and answer activities
- Diary or reflective logs
- Discussions
- Audio or video clips of discussions or activities that have taken place in the classroom
- Short narratives
- Games produced by the learner

There is no requirement to record the evidence in writing and learners who struggle with writing could produce the evidence using different methods.

| | |
|--|---|
| Unit Title | Know How to Use ICT to Support Your Child's Learning |
| Ofqual unit reference number (code) | T/505/0770 |
| Unit Level | Entry |
| Unit Sub Level | Entry 2 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1. Know how ICT can support his/her child's learning. | 1.1. Give an example of how ICT can support his/her child's learning. |
| 2. Know how ICT equipment can be used to support his/her child's learning. | 2.1. Give an example of ICT equipment which can be used to support his/her child's learning. 2.2. State how the example of ICT equipment can be used to support his/her child's learning. |

| | |
|--|---|
| Unit Title | Know How to Use ICT to Support Your Child's Learning |
| Ofqual unit reference number (code) | R/505/0775 |
| Unit Level | Entry |
| Unit Sub Level | Entry 3 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1. Know how ICT can support his/her child's learning. | 1.1. State ways in which ICT can support his/her child's learning. |
| 2. Know how ICT equipment can be used to support his/her child's learning. | 2.1. Give examples of ICT equipment which can be used to support his/her child's learning. 2.2. State how each example of ICT equipment can be used to support his/her child's learning. |
| 3. Know whether an ICT activity has been successful. | 3.1. Identify one part of the ICT activity which went well. 3.2. Identify one way to improve the ICT activity. |

| | |
|--|---|
| Unit Title | Know How to Use ICT to Support Your Child's Learning |
| Ofqual unit reference number (code) | H/505/0778 |
| Unit Level | One |
| Unit Sub Level | None |
| Unit Credit Value | 1 |
| GLH | 9 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1. Know how ICT can support his/her child's learning. | 1.1. Outline how ICT can support his/her child's learning. |
| 2. Know how ICT equipment can be used to support his/her child's learning. | 2.1. Identify ICT equipment which can be used to support his/her child's learning. 2.2. Outline how each piece of ICT equipment can be used to support his/her child's learning. |
| 3. Know whether an ICT activity has been successful. | 3.1. Identify positive outcomes of the ICT activity. 3.2. Identify how to improve the ICT activity. |

Scope of learning for the units

During the sessions, the learners should have the opportunity to discuss ICT skills, particularly for younger children, that can be supported by parents and carers outside the classroom and, depending on the age of the children, they should be shown some of the newer pieces of software and equipment used in the classroom.

It is important that if learners are supporting school age children with ICT skills, they should be aware of the methods that are being taught in school and the software that is being used, as, trying to show them different methods, when a teacher is focusing upon one specific way of teaching a child to use ICT, for example, may be detrimental to a child's learning.

The sessions could start by discussing where the parents/carers use ICT skills in their own lives. This could include:

- Online banking
- Sending emails

- Using office applications at work
- Using specific software for data handling in the work place
- Programming machines in the workplace
- Communicating on social media
- Buying and selling goods online
- Downloading music, books and video files
- Using self service tills in a supermarket
- Using a cash machine
- Setting recordings on a TV
- Using mobile phones
- Searching and browsing on the internet
- Playing games on a computer or games machine

The tutor could then ask the learners to compare their own use of ICT to that of their children, looking at the differences in the scope of use of ICT by children to those of adults. It would also be useful to consider the ICT curriculum within schools and to identify the key components of the curriculum so that the parents/carers have a greater understanding of the curriculum within the relevant curriculum for the age of their child/ren.

Learners could be encouraged to discuss their own feelings of ICT and their own level of skills compared to that of their children. They could identify situations within their own activities that could become an opportunity to develop their child's learning, whether this is just in terms of their literacy or numeracy skills, their use of ICT or to develop a wider knowledge of the world, for example to support a topic being delivered in school such as those linked to history, geography or science.

For Learning Outcome 1 a learner must give examples of how ICT can support a child's learning – this could be socially, physically, in their knowledge of the world, in terms of literacy, numeracy or language.

For Learning Outcome 2 a learner should understand that there are many types of ICT equipment; this is not just a computer, laptop or tablet, but can include games consoles, mobile phones, interactive displays in the wider world such as in museums or cash machines and tills in supermarkets. They should be able to give examples of ICT equipment which support a child's learning, but also how it can be used.

At Entry 3 and Level 1 there is an additional learning outcome where a learner must reflect on what went well with an activity to support ICT and what improvements could be made. There is no additional requirement for evidence other than the evaluation and the activity does not need to be observed by the tutor in the class.

Assessment

Evidence of competence may include:

- Short question and answer activities

- Diary or reflective logs
- Discussions
- Audio or video clips of discussions or activities that have taken place in the classroom
- Short narratives
- Images

There is no requirement to record the evidence in writing and learners who struggle with writing could produce the evidence using different methods.

| | |
|--|--|
| Unit Title | Know How to Use Play to Support Your Child's Learning |
| Ofqual unit reference number (code) | K/505/0779 |
| Unit Level | Entry |
| Unit Sub Level | Entry 2 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1. Know how play can support his/her child's learning. | 1.1. Give an example of a play activity which could support his/her child's learning. 1.2. State one way in which play could support his/her child's learning. 1.3. Give an example for each of the following types of play: a) creative play b) play with natural materials c) physical play d) puzzles and games. |
| 2. Know own role in supporting his/her child's learning through play. | 2.1. State how he/she carried out a play activity with a child. 2.2. State one way in which he/she supported his/her child's learning through the play activity. |

| | |
|--|--|
| Unit Title | Know How to Use Play to Support Your Child's Learning |
| Ofqual unit reference number (code) | H/505/0781 |
| Unit Level | Entry |
| Unit Sub Level | Entry 3 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|---|
| The learner will: | The learner can: |
| 1. Know how play can support his/her child's learning. | 1.1. List play activities which could support his/her child's learning. 1.2. List ways in which play could support his/her child's learning. 1.3. Give examples for each of the following types of play: e) creative play f) play with natural materials g) physical play h) puzzles and games. |
| 2. Know own role in supporting his/her child's learning through play. | 2.1. State how he/she carried out a play activity with a child. 2.2. Identify ways in which he/she supported his/her child's learning through the play activity. |
| 3. Know whether a play activity has been successful. | 3.1. Identify one part of the play activity which went well. 3.2. Identify one way to improve the play activity. |

| | |
|--|--|
| Unit Title | Know How to Use Play to Support Your Child's Learning |
| Ofqual unit reference number (code) | T/505/0784 |
| Unit Level | One |
| Unit Sub Level | None |
| Unit Credit Value | 1 |
| GLH | 9 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---|--|
| The learner will: | The learner can: |
| 1. Know how play can support his/her child's learning. | 1.1. Identify play activities which could support his/her child's learning. 1.2. Identify ways in which play could support his/her child's learning. 1.3. Outline examples for each of the following types of play: i) creative play j) play with natural materials k) physical play l) puzzles and games. |
| 2. Understand own role in supporting his/her child's learning through play. | 2.1. Outline how he/she carried out play activities with a child. 2.2. Outline ways in which he/she supported his/her child's learning through the play activities. |
| 3. Know whether a play activity has been successful. | 3.1. Identify two positive outcomes of the play activity. 3.2. Identify how to improve the play activity. |

Scope of learning for the units

This unit may be delivered alongside other units such as 'Supporting Your Child with Reading/Writing/Maths', 'Understanding How and Why to Make a Story Sack', 'Know how to Use Craft Activities to Support your Child's Learning' or 'Know how to Use Games to Support your Child's Literacy/Numeracy Development'. Evidence for one or more of the other units may be cross referenced to the assessment criteria for this unit.

For Learning Outcome 1, learners should have a good understanding of what play is in the widest sense. Play can include games and puzzles as well as outdoor or creative

play. They could discuss what their child likes to play with or how they like to play but then extend the discussion to explore how the play activities support their child's learning.

This could be by developing:

- Number skills
- Literacy skills
- Fine motor or gross motor skills
- Knowledge and understanding of the world
- Social skills
- Negotiation skills
- Language skills

The learners have to give examples of play activities for creative play, play with natural materials, physical play and puzzles and games.

For Learning Outcome 2, learners must understand their own role in supporting their child's learning through play. They should give an example of a play activity that they have undertaken with their child and why and how that activity has supported the child's learning.

At Entry 3 and Level 1 there is an additional learning outcome to evaluate a play activity, explaining what went well and what could be improved. There is no requirement that the activity has to be observed by the tutor and could take place at home. No additional evidence is required to show the activity taking place, just an evaluation.

Assessment

This unit may be delivered alongside other units such as 'Supporting Your Child with Reading/Writing/Maths', 'Understanding How and Why to Make a Story Sack', 'Know how to Use Craft Activities to Support your Child's Learning' or 'Know how to Use Games to Support your Child's Literacy/Numeracy Development'. Evidence for one or more of the other units may be cross referenced to the assessment criteria for this unit.

Evidence of competence may include:

- Short question and answer activities
- Diary or reflective logs
- Discussions
- Audio or video clips of discussions or activities that have taken place in the classroom
- Short narratives
- Games produced by the learner
- Photographs

There is no requirement to record the evidence in writing and learners who struggle with writing could produce the evidence using different methods.

| | |
|--|--|
| Unit Title | Know How to Use Poetry and Rhyme to Support Your Child's Language Development |
| Ofqual unit reference number (code) | D/505/0794 |
| Unit Level | Entry |
| Unit Sub Level | Entry 2 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 2 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1. Know how poetry and rhyme can support the development of his/her child's language skills. | 1.1. Give an example of how poetry and rhyme can be used to develop his/her child's language skills. |
| 2. Know how to use poetry and rhyme to develop his/her child's language skills. | 2.1. Give an example of a rhyme game for a child. 2.2. State how to play a rhyme game with his/her child. 2.3. State how to share a poem with his/her child. |

| | |
|--|--|
| Unit Title | Know How to Use Poetry and Rhyme to Support Your Child's Language Development |
| Ofqual unit reference number (code) | H/505/0795 |
| Unit Level | Entry |
| Unit Sub Level | Entry 3 |
| Unit Credit Value | 1 |
| GLH | 10 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1. Know how poetry and rhyme can support the development of his/her child's language skills. | 1.1. State ways in which poetry and rhyme can be used to develop his/her child's language skills. |
| 2. Know how to use poetry and rhyme to develop his/her child's language skills. | 2.1. List rhyme games for a child. 2.2. Identify how to play a rhyme game with his/her child. 2.3. State how to make up a poem with his/her child. |
| 3. Know whether an activity using rhyme games and poetry has been successful. | 3.1. Identify one part of the activity using rhymes games and poetry which went well. 3.2. Identify one way to improve the rhyme games and poetry activity. |

| | |
|--|--|
| Unit Title | Know How to Use Poetry and Rhyme to Support Your Child's Language Development |
| Ofqual unit reference number (code) | M/505/0797 |
| Unit Level | One |
| Unit Sub Level | None |
| Unit Credit Value | 1 |
| GLH | 9 |

This unit has 3 learning outcomes.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|--|
| The learner will: | The learner can: |
| 1. Know how poetry and rhyme can support the development of his/her child's language skills. | 1.1. Identify ways in which poetry and rhyme can be used to develop his/her child's language skills. |
| 2. Know how to use poetry and rhyme to develop his/her child's language skills. | 2.1. Identify rhyme games for a child. 2.2. Outline how to use a rhyme game with his/her child. 2.3. Outline how to make up a poem with his/her child. |
| 3. Know whether an activity using rhyme games and poetry has been successful. | 3.1. Identify positive outcomes of using rhyme games and poems with his/her child. 3.2. Identify one way to improve the activity. |

Scope of learning for the units

Sessions could include activities to support parents and carers to identify suitable songs, poetry and rhymes for their children. Learners could watch video clips of parents and children singing or reciting rhymes, nursery rhymes or poetry together to show how much enjoyment both parent and child can receive from doing this.

Learners may look at a number of different rhymes and poems that support literacy or numeracy learning including:

- counting rhymes such as 'One, Two, Three, Four, Five, Once I caught a fish alive', 'Ten Green Bottles' or 'Five little speckled frogs'
- finger rhymes such as 'This Little Piggy went to Market', 'Two little dicky birds sitting on a wall' or 'Tommy Thumb'

- rhymes which support memory skills including action rhymes such as 'One finger, one thumb, keep moving,' 'There was an old woman who swallowed a fly', 'The Farmer's in his Den' or 'Head, shoulders, knees and toes'
- story or nonsense rhymes such as 'The Jabberwocky', 'The owl and the pussycat' or 'My Grandfather's Clock'

Children's poetry anthologies are a useful resource for this unit or nursery rhyme books. In addition CDs or tapes of nursery rhymes and children's songs are useful to have as a starter or close of a session so that parents/carers start to collate a range of poems and rhymes that they can use with their child.

They should understand how rhymes are formed including rhyming patterns within poems. They should also be taught that poems do not have to rhyme, and may include a physical structure such as the shape of a tree when writing about nature, for example. Learners should understand about descriptive language and the use of strong verbs, adjectives and adverbs to bring poems alive.

For Learning Outcome 1, learners must be able to identify how poetry and rhyme can develop a child's language skills.

For Learning Outcome 2, the learners must list rhyme games that they can play with their child, e.g. finger rhymes or action rhymes and explore how they would play a rhyme game with their child. For this learning outcome at Entry 3 and Level 1 learners also have to say how they would make up a poem with their child. Evidence for this learning outcome could include a poem that the learner has written with their child.

For Learning Outcome 3 at Entry Level 3 and Level 1, learners must evaluate a rhyme game or poetry session with their child, stating what went well and what needed improvement. There is no requirement for the rhyme game or poetry session to take place in the class or to be observed by the tutor.

Assessment

This unit may be delivered alongside other units such as 'Supporting Your Child with Reading/Writing/Maths', 'Understanding How and Why to Make a Story Sack', or 'Know how to Use Games to Support your Child's Literacy/Numeracy Development'. Evidence for one or more of the other units may be cross referenced to the assessment criteria for this unit.

Evidence of competence may include:

- Short question and answer activities
- Diary or reflective logs
- Discussions
- Audio or video clips of discussions or activities that have taken place in the classroom
- Short narratives
- Poems produced by the learner
- Photographs

There is no requirement to record the evidence in writing and learners who struggle with writing could produce the evidence using different methods.

4. Assessment and Evidence

The NOCN Awards in Supporting Your Child's Learning are internally assessed qualifications. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each unit.

The NOCN Awards in Supporting Your Child's Learning offer the opportunity for learners to achieve a balance of practical skill and knowledge.

Centres must ensure that knowledge based learning is substantive, and relevant to parenting skills.

The centre must ensure that the assessment activities are:

Valid The assessment activity **must** be fit for purpose which means that the assessment tasks measure the intended outcomes of the unit. They should afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria at the appropriate level.

Sufficient The assessment activities afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria.

Reliable Assessment activities must generate clear and consistent outcomes across all assessors.

Although the activities may be applied to differing scenarios and in different contexts, with different learners, the evidence sought by the activity must be assessed with a universal standard to ensure that the resulting assessment decisions are consistent across all assessors and centres offering the qualification.

Authentic Evidence presented must be the learner's own work.

4.1 Fair and Equitable Assessment

Assessment within the NOCN Awards in Supporting Your Child's Learning is designed to be accessible and inclusive.

The assessment methodology is appropriate for individual assessment or for groups of learners.

4.2 Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments Policy and Procedure** found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact assurance@nocn.org.uk for further details.

4.3 Recognised Prior Learning

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already, as a consequence, they do not need to undertake a course of learning.

Centres are encouraged to recognise previous achievements and experience, both formal, for example through accredited units or qualifications and informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment.

When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid.

4.4 Functional Skills

This qualification contributes towards the Functional Skills in the following areas:

English

- Speaking, listening and communication – these skills could be demonstrated through group discussion in the class or through communicating with a child.
- Reading skills could be demonstrated when choosing a book for a story sack, for example, or when reading a book or poem with a child. Additionally reading could be demonstrated when researching for information about how literacy or numeracy is taught in schools today.
- Writing – these skills could be demonstrated through completion of work sheets, diaries or learning logs or by producing guidance notes for a story sack or a game for the child.

ICT

- Development of ICT skills can be demonstrated where learners have used a computer to produce evidence for the units or to show how a digital camera can

be used to provide photographic or video evidence of achievement of the assessment criteria.

Mathematics

- Development of mathematics skills can be demonstrated when undertaking units specifically related to the numeracy curriculum or supporting a child's numeracy.

For more information see the Functional Skills criteria for English, ICT and/or mathematics on the NOCN website: www.nocn.org.uk

4.5 Assessment and Evidence for the units

Centres can use a variety of assessment activities to capture evidence of learners' understanding. Activities may include:

- Oral question and answer
- Role play/simulation
- Short questions and answers
- Reflective log or diary
- Practical demonstration
- Written question and answer/test/exam
- Making a product such as a game or story sack or poem
- Producing a short video clip, audio clip or photographic evidence

The example form provided in Appendix 2 for gathering learner evidence against the individual assessment criteria is a suggested optional form. Centres can use their own paperwork provided they can ensure that the work is ordered and portfolio references provided as required.

Appendix 1 - Resource suggestions

- Film footage and reports
- National guidance documents such as Statutory Attainment Tests, National Curriculum, Early Years Guidance
- Visits to appropriate venues
- Expert speakers e.g. teachers
- Poetry anthology or nursery rhyme books and tapes/CDs/DVDs
- Story sacks
- Craft materials
- Children's books and games
- Numeracy resources relevant to the age of the children
- Literacy resources relevant to the age of the children

Note: *this is not an exhaustive list*

Appendix 2 – Example Assessment Documentation

1. Learner Evidence Record Unit 1

NOCN Entry Level Award in Supporting Your Child's Learning (Entry 2) (QCF)

Unit Title: Supporting Your Child's Learning

| Assessment Criteria | Evidence | Portfolio Ref | Completed By | Signed Off By |
|---|----------|---------------|--------------|---------------|
| <Insert all assessment criteria individually> - example given below> | | | | |
| 1.1. Give an example of how his/her child's level of achievement could be improved through support. | | | | |
| 2.1 Identify own role in supporting his/her child's learning. | | | | |
| 2.2 Give an example of an activity which could support his/her child's learning. | | | | |
| 2.3 Select one way to keep a record of his/her child's learning. | | | | |
| 3.1 State one thing learned through working with his/her child. | | | | |

Learner Signature: _____

Tutor Signature: _____

Confirmation of Achievement of Unit – Date: _____

Appendix 3 – Feedback Sheet

| |
|-----------------------|
| Feedback Sheet |
|-----------------------|

| |
|--------------------------|
| Tutor/Assessor Comments: |
|--------------------------|

| |
|-------------------|
| Learner comments: |
|-------------------|

| |
|----------------------|
| Tutor/assessor sign: |
|----------------------|

| |
|-------|
| Date: |
|-------|

| |
|---------------|
| Learner sign: |
|---------------|

| |
|-------|
| Date: |
|-------|



NOCN

Acerio Building
1 Concourse Way
Sheaf Street
Sheffield
South Yorkshire
England
S1 2BJ

Tel: 0300 999 1177

Email: nocn@nocn.org.uk

www.nocn.org.uk