

Level 2 NVQ in Children's Care, Learning and Development (3171)

Level 2 SVQ in Children's Care, Learning and Development (3174)

Standards and assessment requirements



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Version 1.1

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About this document

This document provides details that centres and candidates will need in order to assess, verify and collect evidence for this N/SVQ qualification and includes

- the requirements for occupational competence for all those involved in the assessment process
- the assessment methods and requirements
- the national occupational standards and unit evidence requirements
- progression routes.

It is designed to be used with the City & Guilds *N/SVQ Guide* which is made up of:

- a centre guide – containing information specifically for centres
- a candidate guide – containing information specifically for candidates
- recording forms – containing forms that centres and candidates should use for recording assessments and evidence.

The City & Guilds website: **www.cityandguilds.com**, has the latest version of these guides.

There are also other City & Guilds documents which contain the latest information regarding the assessment of N/SVQs:

- *Providing City & Guilds Qualifications* – a guide to centre and scheme approval
- *Ensuring Quality* – containing updates on assessment and policy issues
- *City & Guilds centre toolkit* – additional information on running City & Guilds qualifications is given in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates
- *Guidance Updates to City & Guilds Care, Health and Community Centres*.

Details of general regulations, registration and certification procedures, including fees, are included in the *City & Guilds Directory of Awards*. This information appears on the online qualification administration service for City & Guilds approved centres – The Walled Garden at www.walled-garden.com.

If there are any differences between the *N/SVQ Centre Guide* or the *N/SVQ Candidate Guide* and this *Standards and Assessment Requirements (SAR)* document, the SAR has the most up-to-date information.

The Standards Setting Body and the National Occupational Standards

Background to the National Occupational Standards (NOS) development

The review and updating of the National Occupational Standards (NOS) and N/SVQs in Early Years Care and Education were facilitated by the National Day Nurseries Association on behalf of the sector and funded by the Children's Workforce Unit of the DfES. The project was steered and managed by a UK-wide Technical Experts Group (TEG) drawn from expertise across the sector.

N/SVQs are well established in the Early Years and Childcare sectors and are the required or recommended qualification for over 50% of the early year's workforce.

The review has resulted in a new qualification structure that provides smaller more accessible awards which allow greater transferability between the sector and specialisms.

The name of the standards and N/SVQs has been changed from 'Early Years Care & Education' to 'Children's Care, Learning and Development' and includes children aged 0–16 to reflect the needs of regulatory and legislative requirements and those who work in the established and evolving Childcare Sector.

The revised standards have been designed to provide a basis for work with children in a variety of settings and services including those that are either generic or more specialised. The Standards are based on underlying principles and values that reflect the needs and rights of the child.

The standards support the development of an integrated workforce that meets the needs of a rapidly evolving sector that places the child at the centre. Work with families and multi-agency working is embedded within the standards.

The revised standards address the requirements of the evolving common core of skills and knowledge being developed in England as well as meeting the needs of the rest of the UK.

Contacting the Standards Setting Bodies

The Standards Setting Bodies (SSBs) responsible for the National Occupational Standards (NOS) on which this N/SVQ is based are

Children's, Young People's and Families Workforce
Development Council for England (CWDC)
Albion Court
5 Albion Place
Leeds
LS1 6JL

Skills for Care & Development, which consists of:

Care Council for Wales	Northern Ireland Social Care Council
6th Floor	7th Floor
South Gate House	Millennium House
Wood Street	19-25 Great Victoria Street
Cardiff	Belfast
CF10 1EW	BT12 7AQ

Scottish Social Services Council
Compass House
11 Riverside Drive
Dundee
DD1 4NY

Imported units

Some units in this NVQ have been imported from the National Occupational Standards (NOS) developed by other Standards Setting Bodies (SSBs), in this case

Playwork:

Skills Active
Castlewood House
77-91 New Oxford Street
London
WC1A 1PX

Health & Social Care: Skills for Care & Development:

Care Council for Wales	Northern Ireland Social Care Council
6th Floor	7th Floor
South Gate House	Millennium House
Wood Street	19-25 Great Victoria Street
Cardiff	Belfast
CF10 1EW	BT12 7AQ

Scottish Social Services Council	Skills for Care, England
Compass House	Albion Court
11 Riverside Drive	5 Albion Place
Dundee	Leeds
DD1 4NY	LS1 6JL

Apprenticeship framework

The relevant apprenticeship for this qualification is the Children's Care, Learning and Development framework. Details of the current framework provision are available on the website of the Children's Workforce Development Council (CWDC) at www.cwdcouncil.org.uk.

Candidate entry and progression

Candidate work role requirements

This N/SVQ is for those working with children from 0–16 years (and their families) in settings or services whose main purpose is children's care learning and development. It is designed for all workers, whether full or part time, paid or voluntary, permanent or temporary in day or night posts, in fixed locations or peripatetic, who may work

- in support roles (level 2)
- in supervisory roles (level 3)
- in management roles (level 4).

Candidate entry requirements

There are no formal entry requirements for candidates undertaking this N/SVQ. However centres must ensure that candidates have the potential and opportunity to gain evidence for the qualification in the work place.

These N/SVQs are not approved for the use of those who are under 16 years of age. There may also be age restrictions placed on individuals when undertaking certain work activities within the childcare sector. These too should be clarified with the appropriate regulator where there is uncertainty about such restrictions.

Legal considerations

Candidates entering the childcare workforce may be legally required to undergo criminal record checks prior to taking up any employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular work area are fully met. As the requirements vary between sectors and countries checks should be made with the appropriate regulatory body and/or government departments if centres, employers or placement providers are uncertain of the requirements.

Progression routes

These new N/SVQs will enable progression within and between levels.

Laterally they will allow candidates who complete the requirements for a full N/SVQ to take up continuing professional development opportunities through the optional units.

Vertically they will allow movement up to another level and across sectors.

This new suite of Children's Care, Learning and Development units will support progression in/to employment in the following areas:

- Health and Social Care
- Playwork
- Teaching

Progression for childminders into new roles has also been developed.

Centre requirements

In addition to the resources required for centre approval some N/SVQ schemes have very particular additional needs which centres must address.

Site agreements

The NVQ Code of Practice 2002, QCA Appendix 2, Approved Centre Criteria 1.1.3 makes it explicit that centres must ensure that all assessment site activities clearly understand their roles, responsibilities, authorities and accountabilities. It would therefore be advisable for centres to have documented and signed (partnership) agreements with all assessment sites. The content of such agreements must be devised on an individual centre basis but consideration should be given to the inclusion of the following areas:

- Centre membership requirements/criteria. By implication this might mean the rejection of some applicants where they cannot or will not meet the centre membership requirements, eg participating in assessment activities including standardisation meetings
- Commitment to centre policies and practices eg policies for candidate appeals/complaints and access to fair assessment
- Access to the workplace and protocols for peripatetic assessors
- Responsibilities for establishing and communicating issues concerning 'fit person' checks as required by the relevant regulator eg criminal records/POVA clearance checks. These are usually the responsibility of the employer but where centres are placing students in workplaces they will need to liaise closely with placement providers about this area (the appropriate service regulator identifies any 'fit person' criteria, not the Awarding Body)
- Responsibilities for ensuring that candidates are operating in a workplace where the standards of practice fully support candidates to demonstrate their competence.

This list is not exhaustive but may assist centres in identifying areas which need an explicit statement of commitment from member assessment sites/satellites in order to avoid future problems.

Registration period

Registration will be for **three years** or until **31 January 2010**, whichever is the sooner.

Where centres offer candidates access to assessment for a period that is less than that covered by the candidates' registration with City & Guilds, centres must ensure that this is understood by the candidates.

The qualification structure and standards

Qualification structure

The level 2 qualification contains six mandatory units and a total of four optional units. In order to achieve the full N/SVQ at level 2 candidates must undertake **all six mandatory units plus one optional unit**.

U-number	City & Guilds	SSB number/ref	Title of unit	Original number/ref for imported unit	Originating Standards Setting Body
Mandatory units					
J/103/3382	201	CCLD 201	Contribute to positive relationships		
L/103/3383	202	CCLD 202	Help to keep children safe		
R/103/3384	203	CCLD 203	Support children's development		
D/103/3386	204	CCLD 204	Use support to develop own practice in children's care, learning and development		
K/103/3388	205	CCLD 205	Prepare and maintain environments to meet children's needs		
M/103/3389	206	CCLD 206	Support children's play and learning		
Optional units					
H/102/8707	207	CCLD 207	Contribute to the effectiveness of teams	HSC241 (Health & Social Care)	Skills for Care & Development
H/103/3390	208	CCLD 208	Support the development of babies and children under 3 years		
K/103/3391	209	CCLD 209	Support a child with disabilities or special educational needs		
J/101/7716	210	CCLD 210	Support children and young people's play	PW2 (Playwork)	

Key purpose and principles and values of the sector

The key purpose for those working in children's care learning and development has been identified by the SSBs to be:

'To provide, in partnership with communities and other agencies, a firm foundation for growth, learning and development for children and their families. This includes creating, developing and maintaining environments and services that enable children to have the best possible experience of childhood and to enable them and their families to make the most of opportunities to achieve their full potential.'

Implicit in this statement is the core assumption that the human rights of these people will be safeguarded at all times.

The following principles and values underpin the complete set of standards in their entirety.

Principles

- 1 the welfare of the child is paramount
- 2 practitioners contribute to children's care, learning and development and this is reflected in every aspect of practice and service provision
- 3 practitioners work with parents and families who are partners in the care, learning and development of their children and are the child's first and most enduring educators.

Values

- 1 the needs, rights and views of the child are at the centre of all practice and provision
- 2 individuality, difference and diversity are valued and celebrated
- 3 equality of opportunity and anti-discriminatory practice are actively promoted
- 4 children's health and well-being are actively promoted
- 5 children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child
- 6 self-esteem, resilience and a positive self-image are recognised as essential to every child's development
- 7 confidentiality and agreements about confidential information are respected as appropriate unless a child's protection and well-being are at stake
- 8 professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely
- 9 best practice requires reflection and a continuous search for improvement.

In order to be assessed as competent candidates must demonstrate that they work within the context of the principles and values of the sector. Assessors will be expected to confirm this by signing the declaration included on Form N/SVQ11, Unit assessment and verification declaration. See page 25.

Availability of standards

The Standards and Assessment Requirements (SAR) document which contains the **mandatory units** for this qualification is issued in a hard copy to candidates on registration, together with a CD-ROM containing all optional units plus additional City & Guilds guidance and recording forms and guidance from the SSBs regarding the knowledge evidence requirements and APEL.

All of the above documents will also be available to purchase on CD-ROM from City & Guilds Sales Publications and in PDF format on the City & Guilds website **www.cityandguilds.com**.

Mapping of old standards to new

This qualification, 3171-02, 3174-02 Children's Care, Learning & Development, replaces the 3151-21, 3154-21 Level 2 N/SVQ Early Years Care and Education.

There are no opportunities for direct transfer of units from old to the new qualifications. Centres must use the APEL assessment method to confirm transferability of any existing evidence to units in the new N/SVQ structure. Guidance on APEL has been produced by the SSBs and is available on the accompanying CD-ROM from City & Guilds.

Assessment method requirements

This guidance in this section is based on and amplifies the assessment strategy developed for the N/SVQs in Children's Care, Learning and Development.

External quality control

External quality control is provided by the usual City & Guilds external verification process which includes the use of the electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

The SSBs will establish an awarding body forum at which issues arising from the external verification process will be discussed and resolved.

Imported units

Some units in this qualification have been imported from other NOS/N/SVQs, for example:

Unit 201 Contribute to the effectiveness of teams is the same as unit HSC241 in the Health & Social Care NOS/N/SVQ.

Unit 210 Support children and young people's play is the same as unit PW2 in the Playwork NOS/NVQ.

Therefore some candidates for this qualification may have completed units as part of an N/SVQ, which can be transferred directly into this qualification by presenting the original certificate to the centre. This is all that is required so long as the unit previously achieved is identical to the one in the qualification and that authenticity has been established.

External verifiers will carry out checks to ensure centres have appropriately applied the process.

Accreditation of Prior Experience and Learning (APEL)

Some candidates for this qualification may have undertaken training in the past and will be experienced in Children's Care, Learning and Development. Therefore all centres delivering the qualification should provide the opportunity for candidates' prior experience and learning to be assessed and accredited. This should form part of the candidate's initial assessment.

Should any opportunities for APEL be identified it is important that a complete **process** of accreditation of prior experience and learning is undertaken by ensuring that:

- It covers relevant or appropriate experience from previous activities as well as accredited learning and qualifications.
- It is incorporated into the assessment planning with details of how this will take place.
- Mapping of prior learning to National Occupational Standards to identify gaps is documented and auditable.

- Assessment methods or processes for accreditation of prior experience and learning are documented and made available to the external verifier.
- The audit trail covers the whole process and methodology of Accreditation of Prior Experience and Learning.
- The authenticity and currency of presented evidence is established by the assessor.
- Where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after candidate registration for the qualification.

In considering the appropriateness of any single piece of evidence the following should be considered:

- Content – the degree to which the content of any previously accredited learning meets the requirements of the National Occupational Standards against which it is being presented as evidence.
- Comprehensiveness of assessment – ensure that all the learning derived from the content has been assessed. If only a proportion has been assessed, then the learning for the ‘non-tested’ areas cannot be assumed.
- Level – the degree to which the level of learning offered and tested, relates to that required by the CCLD N/SVQ.
- Performance and knowledge – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case the Accreditation of Prior Learning can only cover this aspect. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- Model of learning – difficulties can arise in mapping learning gained from non-competence based models.
- Relevance of context – the degree to which the context of the learning gained and assessed relates to the candidates work roles. If the context was different, assessors will need to satisfy themselves of candidates’ ability to transfer the learning gained in their current setting.
- Currency – how recently the learning was gained. Candidates would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changed since the previous learning programme was undertaken.
- Authenticity – how the ownership of the evidence is established to ensure it was generated by the candidate.

Performance evidence requirements

Usually evidence of candidate performance will be derived from assessor observation and/or testimony from an expert witness of the candidate carrying out real work activities in the workplace, except for in the mandatory units, where assessor observation is required and expert witness testimony may be used as additional evidence.

Detailed additional guidance is provided on a unit basis for the use of these and all other acceptable performance assessment methods.

The structure of this qualification makes it unlikely that any one assessor will have the necessary vocational competence to be able to assess every unit. Therefore the use of experts, able to contribute to candidate's assessment, will be of considerable assistance to centres in providing candidates with access to those who can testify to their competence in the workplace. It may also ensure that children's/young people's privacy and confidentiality are not infringed.

The assessor or co-ordinating assessor will decide on the appropriateness of all evidence including expert witness testimony and on whether or not it should be included in candidates' portfolios.

Regardless of the evidence source, assessment method and means of recording, the legal requirements and best practice in relation to maintaining the confidentiality and rights to dignity and privacy of children, young people and their families must be upheld.

Knowledge evidence requirements

Candidates must be able to apply the specified knowledge and understanding to their work practice and therefore most usually knowledge and understanding will be apparent in candidates' performance evidence. If the assessor cannot positively infer the knowledge and understanding from candidates' work practice they should question the candidate or, if appropriate, use professional discussion to elicit the required knowledge. Assessors must retain records of questions and answers or the focus and outcomes of professional discussion.

Professional discussion, where used, must be conducted by candidates' assessors and is most appropriately used in the Children's Care, Learning and Development N/SVQs to elicit underpinning knowledge explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in candidates' assessment plans and thereby agreed in advance with candidates. The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions. Its value at level 2, and possibly level 3, is limited given that observation is the major assessment requirement. It would however be appropriate for use at level 4.

Guidance on providing evidence for the extended age range

The N/SVQs and the National Occupational Standards on which they are based are now called, 'Children's Care, Learning & Development'. This reflects that these awards now apply to people who are working with children from 0–16 years. Previously, the Early Years Care & Education awards applied to people working with children from 0–8 years.

Research found that the previous age range of the award was too restricting for some practitioners. Examples of such practitioners are:

- childminders
- people working with children whose chronological age is higher than their developmental age
- people holding a 'portfolio' of job roles across a range of settings
- people working within the new 'integrated provision'
- practitioners working with families in community-based provision of primary care.

CACHE, City & Guilds, Edexcel and EDI have developed the guidance below, which has been agreed by the Sector Skills Councils. The guidance is intended to help centres and learners to understand the implications of this extended age range. It focuses on units: CCLD 203, CCLD 303 and CCLD 403 – the only units requiring evidence across the entire age range (the rest of the units assess the learners' knowledge against the age range in which they are working).

It is important to note that the requirement for this extended age range focuses on **knowledge** not competence. Learners need to have **knowledge and understanding** of children's development from 0–16 years. But they are only expected to demonstrate competence (ie to produce performance evidence) for the age range with which they normally work.

Candidates need to know in general terms how to support children of all ages through transitions. They should know what transitions might be taking place at particular age. Even if candidates focus on a particular age range at work, they still need to know the principles underlying the selected age ranges.

Centre staff are not expected to have had experience of working across this entire age range. But they **are** expected to update their knowledge through continuing professional development.

Guidance for knowledge requirements

Level 2

At Level 2 learners demonstrate the ability to apply knowledge with underpinning comprehension in a number of areas. Level 2 qualifications recognise the ability to gain a good knowledge and understanding of a subject area of work or study. Learning at this level involves building knowledge and/or skills in relation to an area of work or a subject area.

A Level 2 learner should understand how to interact with a child according to the child's stage of development (this is normally related to their age). This knowledge should include:

- the key developmental milestones in each stated age range
- the need to adapt practice according to a child's developmental stage.

Level 3

At Level 3 learners demonstrate the ability to apply knowledge in a range of complex activities demonstrating comprehension of relevant theories; access and analyse information independently and make reasoned judgements.

Level 3 qualifications recognise the ability to gain and, where relevant, apply a range of knowledge, skills and understanding. Learning at this level involves obtaining detailed knowledge and skills.

A Level 3 learner should build on the knowledge gained at Level 2. Knowledge at Level 3 should include:

- some understanding of theoretical perspectives regarding children's development
- the ability to recognise indicators of additional needs – eg if a child is not developing at the expected rate
- an awareness of what can influence the sequence, pattern and rate of development in a child
- an understanding of how to adapt practice appropriately according to the developmental needs of children.

Level 4

At Level 4 learners demonstrate the ability to develop a rigorous approach to the acquisition of a broad knowledge base; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems.

Level 4 qualifications recognise specialist learning and involve detailed analysis of a high level of information and knowledge in an area of work or study.

A Level 4 learner should build on the knowledge gained at Levels 2 & 3. Knowledge at Level 4 should include:

- an evaluation of key theories of child development
- an understanding of how practice and theory are linked – how theory and research inform and influence practice
- an awareness that children's development does not always progress according to expectations – practice should focus on the actual needs of the child appropriate to their stage of development, rather than on expectations of their development according to their chronological age.

Simulation

Simulation is allowed in a very few of the units in this award, eg:

Unit 202 Help to keep children safe (element 202.2 only).

The unit evidence requirements for each unit state whether simulation is permitted.

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where:

- there is a high risk to the security or safety of the candidate, individuals, key people in their lives and others
- the opportunity to present evidence from work-based practice happens infrequently and therefore insisting that candidates wait for such an occurrence would be unreasonable or create blockages in the assessment system and might carry the risk of de-motivating candidates
- there would otherwise be a breach of children's or young persons' confidentiality or privacy.

Simulation can never be the sole source of evidence for any entire unit. The use of simulation to support evidence should be agreed in advance by the candidate and the assessor as part of the assessment planning process. The use of other types of performance evidence such as work products (eg reports, records) and other methods of assessment are more appropriate than simulation in most cases where performance cannot be observed.

Role and occupational expertise requirements

Assessors

All assessors must:

- have the necessary competence in the subject matter of the National Occupational Standards. They must also have the necessary competence in the assessment procedures and language(s) used for assessment. They must be occupationally experienced and competent ie be capable of carrying out the functions covered by the units they are assessing to the standard described within them according to current best practice. This competence should be credible and maintained through continuing professional development including professional updating where this is necessary to cover the extended children's age range
- hold, or be working towards the appropriate assessor qualification (hold D32 and 33 or hold or be working towards A1) to be achieved according to regulatory requirements. Where assessors do not yet hold a qualification their assessment decisions and activities must be reviewed and countersigned by a fully qualified assessor
- have knowledge of and commitment to the principles and values of the sector and the principles and values contained within the National Occupational Standards
- have a thorough knowledge of the sector and its settings, including current legislative and regulatory requirements, codes of practice and guidance within the home country where assessment is taking place.

NB Specific requirements for assessment of imported unit from SkillsActive

The following are the specific requirements of the sector body for Playwork (SkillsActive).

The unit affected in the level 2 N/SVQ is
CCLD 210 Support children and young people's play

Assessors of the above unit must be occupationally competent as defined in the assessment strategy for playwork (ie playwork specialists).

Co-ordinating assessors

In order that the requirements for occupational competence of assessors can be met and to allow flexibility and delivery, candidates may have more than one assessor involved in the process of assessment, with each assessing different units. Where more than one assessor is involved, there must be a named assessor who is responsible for co-ordinating the assessment for an individual candidate.

Co-ordinating assessors will be responsible for integrating, planning and directing assessment for the whole qualification. Co-ordinating assessors must ensure that the best use is made of all evidence that is available to make judgements about the competence of candidates against the standards.

The co-ordinating assessor must be a qualified assessor, who is occupationally competent, occupationally experienced and experienced in the assessment of N/SVQs.

It is expected that co-ordinating assessors will work closely with internal verifiers to ensure standardised practice and decision-making within the assessment process.

Expert witnesses

Given the nature of the work with children and their families, which may from time to time, include sensitive situations requiring confidentiality, there may be a need to make use of **expert witnesses** as an important source of performance evidence in the workplace. Expert witnesses can be drawn from experienced individuals (see criteria below) who can attest to the candidate's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those candidates who work unsupervised, but who have contact with a range of different professionals in the course of their work activities. Evidence from expert witnesses must meet the tests of validity, reliability and authenticity.

Expert witnesses must:

- have a working knowledge of the relevant National Occupational Standards
- have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- demonstrate appropriate, continuous professional development relevant to the sector for which they are attesting competence
- have no conflict of interest in the outcome of their evidence.

It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the contribution of performance evidence drawn from expert witnesses to the overall evidence of competence.

Witnesses

There are no specific occupational expertise requirements for witnesses. Witness testimony can provide evidence to establish consistency in a candidate's practice and/or to evidence events which are difficult to plan to observe. In order that the assessor may make an informed judgement about the contribution of the witness' testimony to the overall evidence presented for a unit or qualification, a statement of the witness' status should be included in the candidate's portfolio of evidence. This can be done by using the Witness status list (Form N/SVQ5) or including it as part of the witness testimony itself. The statement should indicate the relationship between the candidate and the witness and should enable the assessor, by defining the role that the witness has played in the gathering of evidence (eg as colleague, worker from another organisation etc) to judge the extent of the witness' knowledge of the National Occupational Standards and understanding of the work roles involved.

Note: The use of witness testimony from relatives or those with whom the candidate has a significant personal relationship is not acceptable.

Internal verifiers

Internal verifiers and trainee internal verifiers must meet regulatory requirements. They must be occupationally experienced and competent in the standards they are being asked to verify.

Internal verifiers must:

- **either** be experienced practitioners who have demonstrated the competences required by the standards during their professional career. They should be able to demonstrate the currency and credibility of their occupational competence through evidence of continuous professional development, including professional updating where this is necessary to cover the extended children's age range
- **or** be the managers or supervisors of those who regularly perform the competences required and who are directly responsible for monitoring the work performance of such individuals
- **or** be trainers who are themselves occupationally competent and who have direct responsibility for developing the competences required in the standards
- hold (V1, D34) or be working towards the appropriate internal verifiers' qualification (V1), to be achieved according to regulatory requirements. Where internal verifiers do not yet hold a qualification their internal verification decisions and activities must be reviewed and countersigned by a fully qualified internal verifier
- be in a position to obtain the necessary resources to effectively co-ordinate the assessment process and standardise assessment decisions across a number of assessors
- be in a position to provide authoritative advice, call meetings as appropriate, visit and observe assessment practice and carry out all other internal verification roles
- have knowledge of, and commitment to the principles and values of the sector
- have a thorough knowledge of the sector and its settings, legislative and regulatory requirements, codes of practice and guidance within the home country where internal verification is taking place.

Continuous professional development requirements

City & Guilds expects all those with formal roles in the assessment or verification process to participate in a minimum of two CPD activities per annum. This can be to update either vocational skills/knowledge or assessment/verification practice.

This may be achieved in a variety of ways such as undertaking specific training, attendance at conferences; City & Guilds Care Health and Community Quality Improvement Workshops; centre updating and standardisation events; reading etc. The centre should maintain records of CPD activity on an individual assessor/internal verifier basis, thereby providing evidence for the external verifier.

Recording assessment and evidence

Confidentiality and privacy

At all times children and young people's rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of the child or young persons normal routines must only be undertaken with informed consent from the parent/carer, young person or their advocate. Equally any confidential records presented as candidate evidence must remain in their usual location in the workplace. Under no circumstances should confidential child records or photographs, whether anonymised or not, be put into candidates portfolios of evidence. Further guidance on related issues can be found in the Guidance Updates for City & Guilds Care, Health and Community Centres.

Recording forms to use

A comprehensive set of forms is provided in the Recording Forms document and it is expected that Care, Health and Community Centres will use these as described. As these forms have been developed for use in all N/SVQs offered by City & Guilds, the following additional information is provided with regards to their use in Children's Care, Learning and Development N/SVQs.

Form N/SVQ7 – Performance evidence record

The column on the right-hand side 'scope/range ref' does not apply to the majority of units within the Children's Care, Learning & Development N/SVQs, and should be left blank, unless the unit being recorded has been imported from National Occupational Standards which do include a range or scope section (eg Playwork or Health & Social Care).

In the case of units imported from Management and Leadership NOS, the 'scope/range ref' column can be used to cross reference to the section entitled 'behaviours which underpin effective performance' within the unit.

The Management and Leadership units also use the term 'outcomes of effective performance', instead of performance criteria, and these should be referenced into the 'pc' column of this recording form.

Form N/SVQ8 – Question record

Reference to scope or range only applies if these are included as part of the requirement for the unit – eg in units imported from Playwork or Health & Social Care. For units imported from Management and Leadership, 'scope/range' should be used to refer to the section entitled 'behaviours which underpin effective performance'.

Form N/SVQ9 – Professional discussion record

If audio-visual recording is used, this form may be used to summarise the contents of the discussion and outcomes so as to provide sufficient information to allow access to precise parts of the recording by the external verifier. If the form is not supported by an audio-visual recording it will have to provide more written details of candidates' contributions to the discussion.

Form N/SVQ10 – Evidence location and summary sheet

Ignore or remove references to scope and range, except where these are included within imported units. Centres must take special care to ensure that these areas are covered where necessary, by checking the unit evidence requirements for **each** unit.

The scope/range ref column should be used to record references to the 'behaviours which underpin effective performance' section of units which have been imported from the Management and Leadership standards.

Form N/SVQ11 – Unit assessment and verification declaration

It is a requirement for the Children's Care, Learning and Development N/SVQs that each unit includes a statement from the assessor to confirm that the candidate has demonstrated the application of the sector's principles and values (see page 11). Centres should therefore use the version of N/SVQ11 provided within this document, and **not** the generic form, to ensure this requirement is met.

Form N/SVQ12 – Summary of achievement

A customised version of this form, with mandatory units listed, is provided in this document for your use. Centres/candidates will need to add any optional units covered.

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N/SVQ title: Level 2 N/SVQ in Children's Care, Learning and Development

Unit no _____

Unit title _____

Candidate declaration

I confirm that the evidence listed for this unit is authentic and a true representation of my own work.

Candidate name _____

Candidate enrolment number _____

Candidate signature _____

Date _____

Assessor declaration

I confirm that this candidate has achieved all the requirements of this unit, including demonstration of the application of the principles and values of the Children's Care, Learning & Development sector, with the evidence listed. (Where there is more than one assessor, the co-ordinating assessor for the unit should sign this declaration.)

Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name _____

Assessor signature _____

Date _____

Countersignature (if relevant) _____

Date _____

(For staff working towards the assessor qualification)

Internal verifier declaration

This section to be left blank if sampling of this unit did not take place.

I have internally verified the assessment work on this unit in the following ways (please tick):

- sampling candidate and assessment evidence
- observation of assessment practice
- discussion with candidate
- other – please state:

I confirm that the candidate's sampled work meets the standards specified for this unit and may be presented for external verification and/or certification.

not sampled

Internal verifier name _____

Internal verifier signature _____

Date _____

Countersignature (if relevant) _____

Date _____

(For staff working towards the assessor qualification)

(photocopy as required)

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Form N/SVQ12

Summary of achievement



N/SVQ Level 2 N/SVQ in Children's Care, Learning & Development

Candidate name

City & Guilds enrolment no

Centre number

Centre name

Unit	Title	Date internally verified	Most used types of evidence (use key below)	Assessor signature (if there is a second line assessor – both must sign)	Candidate signature	IV signature (if there is a second line IV – both must sign)	EV signature (if sampled)
CCLD 201	Contribute to positive relationships						
CCLD 202	Help to keep children safe						
CCLD 203	Support children's development						
CCLD 204	Use support to develop own practice in children's care, learning & development						
CCLD 205	Prepare and maintain environments to meet children's needs						
CCLD 206	Support children's play and learning						

Competence has been demonstrated in all of the units/award recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal verifier signature

Date

Key for most used evidence type 1 observation 2 expert witness testimony 3 witness testimony 4 work products 5 questioning
6 professional discussion 7 simulation 8 accreditation of prior experience/learning 9 assignments, projects/case studies

(photocopy as required)

Exemplar recording forms

Exemplars are provided to give guidance on how to record the assessment process (Form N/SVQ6), performance and knowledge evidence (Forms N/SVQ7 and 8) and evidence claims and location (Form N/SVQ10). The names used and the context described are fictitious.

The assessment plan and review sheet records the assessment process for a complete unit. The other forms illustrate recordings made for part, but not all, of the evidence requirements.

Candidate name Katy Evans

Assessor name Moira Khan

Unit number/s and title/s CCLD 201 Contribute to positive relationships

This record can be used for single and multiple unit planning

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
01.11.05	<p>Plan 1</p> <p>As this will be the first N/SVQ unit that Katy has done she would like to concentrate on the completion of this unit first. However, we agreed that I will conduct holistic observations so that we can cross-reference evidence into other units at a later date. Katy is to gain consent for the planned observations. After going through the performance criteria and knowledge requirements, to identify evidence gathering opportunities, we agreed that Katy will:</p> <ul style="list-style-type: none"> ask Shakira – (nursery manager) for an expert witness testimony about Katy settling in a new child (will take place next week). bring in her assignment on communication (unit 13) done for her City & Guilds Progression award 6973 level 2. I will check it for currency and match to the knowledge specifications. I made it clear that I will still need to see that Katy can apply this learning to her current practice. gain consent for me to observe Katy on 8.11.05 interacting and communicating with the children and other staff during usual nursery day. This should also generate evidence for other units. <p>Review meeting agreed for 16.11.05</p>		<p>Ref 1</p> <p>Ref 2</p> <p>Ref 3</p>
08.11.05	<p>Observation of Katy undertaken after checking consent had been gained. Katy was confident, reassuring and displayed excellent interpersonal skills. Gave positive feedback to her about which PCs she had evidenced. Katy will record the observation onto a Performance Evidence Record (PER). We discussed how to write this so it records both what she had done and why. This should provide some clearly recorded knowledge evidence. Asked oral questions which I recorded, with the responses.</p> <p>Unfortunately meeting postponed due to ill health rearranged for 14.12.05.</p>	<p>KE MK</p> <p>KE MK</p>	<p>Ref 3</p> <p>Ref 4</p>

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
	<p>All evidence entered onto ELS. Checked that all PCs, k&u sufficiently covered and that all required dates and signatures were complete and accurate. This unit is now complete as there is sufficient, current, valid, reliable, authentic evidence to demonstrate consistent competent practice.</p> <p>Agreed to meet on 17.01.05 to cross-reference evidence presented for this unit to other units.</p>	KE MK	

The above is an accurate record of the discussion

Candidate signature Katy Evans

Date 06.01.06

Assessor signature Maira Khan

Date 06.01.06

(photocopy as required)

Form N/SVQ7

Performance evidence record



N/SVQ/unit CCLD 201 – Contribute to positive relationships

Candidate name Katy Evans

Use this form to record details of activities (tick as appropriate)

- Observed by your assessor
- Seen by an expert witness
- Seen by witness
- Self reflective account

Evidence ref: 3
Unit numbers:
CCLD 201

NB Your assessor may wish to ask you some questions relating to this activity. Ensure they are recorded in the appropriate box overleaf. The person who observed/witnessed your activity must sign and date overleaf.

Links to			Date of activity: 08.11.05	Links to	
Unit ref	Element ref	PC ref	Performance evidence	Scope/range ref	Knowl/u/stand ref
203	1	3b	<p>Today I was observed by my assessor Moira Khan working at the Little One's nursery with a small group of children aged 3-4 years old. I have written this up to explain what I was doing and why. I was working with the group at the activity tables I had set up earlier. I made sure that there were lots of interesting materials on each of the tables as I know that at this age children don't have a long attention span. The activities were all indoors as the weather had been bad. I made sure that there was enough space and that there were enough materials to go round and that they were safe to use for this age range. I also made sure that the tables looked attractive and inviting to encourage them to join in. The activities chosen were to promote the use of their senses and to encourage social development with turn taking. I used a feelie box that I had made. The children could touch, smell and listen to the objects, then talk about them. This helps to develop their language and understanding of new and sometimes familiar objects. It's also good as it helps them to interact with each other in a co-operative way. All the objects were things to do with winter, some of them were natural and some man made. As it is near Xmas I chose this rather than Xmas items as not all the children will be celebrating Xmas because of their religion and we have been doing a lot on religious themes recently.</p>	NA	<p>2D49-1, 2, 4, 5, 6, 7, 8, 10</p> <p>2D60 2D43</p> <p>2D66 2D72 2D103</p>
203	1	1			
205	1	2			
205	2	7			
206	1	6			
205	2	6			
203	2	2			

Unit ref	Element ref	PC ref	Performance evidence	Scope/ range ref	Knowl/ u/stand ref	
201	1	1	<p>I talked to the group about what we were going to do and asked them what they thought they would like about it. I used open gestures and made sure that I used good eye contact with them and nodded my head – you need to show with your body language as well as with your voice that you are listening to them and interested in what they are saying.</p> <p>Its also a good way to reinforce positive behaviour by smiling and nodding. I made sure I gave lots of praise throughout the activity and I could tell they were enjoying themselves. Only one girl found it difficult to join in – she is small for her age and I know we are currently observing her behaviour and development.</p> <p>I made sure that she was included and encouraged her to talk about her object even though she was more reluctant than the others and does not yet have a wide range of understandable words to use. It would have been easy for her to get ignored in this group activity. It is important to be a positive role model for the children. All the children took it in turns and I encouraged them all to talk freely about the objects. I made sure that each child’s contribution was acknowledged by me and encouraged the children to listen and respond to each other.</p> <p>I asked lots of open questions to encourage them to use more language than yes or no. I made some suggestions that helped them to think a bit further about the objects – where they might come from, which one they like the best and why. Most of them really liked the glitter snow storm because it was pretty and was like the snow outside.</p> <p>All this supports their social and emotional development and self esteem.</p>	N.A.	2C1	
203	2	5				
201	1	2				2D85
206	1	1				
203	2	3				
206	1	3				
203	2	6				
205	2	2				
205	2	3				2D70
201	1	4				2C14 & 2C9 (in part)
203	3	4				
203	3	2				
201	1	3				2C2
203	2	1				
201	1	6			2C4	
201	1	5			2D92	

I confirm that the evidence listed is true.

Assessor/Expert/Witness* signature

Moira Khan

Date

14.12.05

*delete as appropriate

Candidate signature

Katy Evans

Date

14.12.05

Assessor signature

Moira Khan

Date

14.12.05

Internal Verifier signature and date (if sampled)

(photocopy as required)

Ref. 4

N/SVQ/unit CCLD 201 – Contribute to positive relationships

Candidate name Katy Evans

Links to: unit/element/ pc/scope/range/ knowledge	Assessor's questioning record	
	Questions	Answers
201.1 K2C9 K2C14	<p>What kinds of communication difficulties could occur and how would you overcome these?</p> <p>What affect can children's ability to communicate have on their behaviour?</p>	<p>Might have a sensory impairment – make sure that use suitable materials/equipment and that they are in right position to see/hear, make sure lighting is also right. Make sure any aids they might be using are in working order and switched on. Use adapted equipment – Braille books, large print. Speech problems may mean you have to help any other children to understand. Need to check and repeat words clearly. Might make them shy and lacking confidence or might make them angry and frustrated. They may use physical methods to compensate – use of touch to express emotion.</p>

The above is an accurate record of the questioning.

Assessor signature *Moina Khan*

Date 08.12.05

Internal Verifier signature and date (if sampled)

(photocopy as required)

Form N/SVQ10

Evidence location and summary sheet



Candidate name

Katy Evans

Unit/element number/title

CCLD 201.1 Interact with and respond to children

Item of evidence	Loc	Ref	Link to performance criteria (✓)										Link to scope/range ref	Link to knowledge ref		
			1	2	3	4	5	6	7	8	9	10				
Expert witness testimony	P	1	✓	✓	✓		✓	✓								2C4, 2C8
Assignment	P	2														2C1, 2D3 2C4, 2C5 2C6, 2C13
Observation – groups	P	3	✓	✓	✓		✓	✓								2C1, 2C2 2C4, 2C9/14
Questions	P	4														2C9, 2C14
Observation	P	5	✓					✓								2C4, 2D5
Questions	P	7			✓											2M12, 2C10, 2C8

Location key: p = portfolio, o = office (add further categories as appropriate)

(photocopy as required)

Learning and support resources

The following list is not exhaustive, but indicates the documents which are considered essential for centres when delivering N/SVQs.

- The NVQ Code of Practice (QCA) or the SVQ Criteria and Guidance for Awarding Bodies (SQA)
- Assessing NVQs (QCA)
- Internally Verifying NVQs (QCA)
- Joint Awarding Body and City & Guilds Guidance on Internal Verification of N/SVQs
- Providing City & Guilds Qualifications (Care, Health and Community Centres should also make reference to the Care Health and Community appendix in this document)

Other City & Guilds publications and resources

- Ensuring Quality (all editions)
- Guidance updates to City & Guilds Care, Health and Community Centres
- N/SVQ and VRQ Standards Assessment and Process issues
- News and Product Updates (to be found on City & Guilds website: www.cityandguilds.com)
- City & Guilds Smartscreen: www.smartscreen.co.uk
- Children's Care Learning and Development N/SVQ Level 2 (published by Nelson Thornes)
- City & Guilds website/centre resources: www.cityandguilds.com

Key/Core Skills mapping

An indication of how each unit for this NVQ maps to the SQA Core Skills and the QCA Key Skills is given in the introductory section for each individual unit.

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Unit CCLD 201

Contribute to positive relationships

What is this unit about?

This unit is about interacting with and responding positively to children and adults. It includes verbal and non-verbal communication skills involved when working with children and when dealing with adults, together with the importance of valuing people equally.

Who is this unit for?

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This unit is for those who assist in work with children and adults.

Principles and values

You must work within the principles and values of the sector in order to achieve this unit.

Content of unit

The elements are:

- 201.1 Interact with and respond to children
- 201.2 Interact with and respond to adults
- 201.3 Communicate with children
- 201.4 Communicate with adults

Place in the N/SVQ framework

This is a mandatory unit in the level 2 N/SVQ in Children's Care, Learning and Development.

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills

Working with Others: 1.1, 1.2
Communication: 1.1, 1.2

Core Skills

Working with Others: Access 3
Communication: Intermediate 1

Unit CCLD 201

Contribute to positive relationships

What we mean by some of the words used in this unit

Adults

Adults you meet at work. This will vary according to your role and responsibility, but may include one or more of: colleagues, visitors to the setting and members of children's families.

Children

Children who you work with, except where otherwise stated.

Listen

Paying attention to what the child or adult is communicating in order to respond appropriately. Listening includes negotiated and agreed alternative methods of communication in situations where there may be hearing difficulties.

Language

Includes signing, symbols and other non-verbal language.

Positive relationships

Relationships that benefit the children and the children's ability to participate in and benefit from the setting.

Unit CCLD 201

Contribute to positive relationships

Element CCLD 201.1

Interact with and respond to children

Performance criteria

This is the national standard which you must meet:

- 1 Show children you are paying attention and listening to them
- 2 Use a considerate and sympathetic approach whilst paying attention and listening to children
- 3 Allow children to express themselves in their own time, using their own words or alternative communication
- 4 Ensure that all children are allowed to express themselves and are acknowledged
- 5 Accept and acknowledge children's expression of feelings
- 6 Ask children questions to confirm your understanding of their language and expressions

Unit CCLD 201

Contribute to positive relationships

Element CCLD 201.2

Interact with and respond to adults

Performance criteria

This is the national standard which you must meet:

- 1 Give adults your full attention when they are communicating with you
- 2 Demonstrate that you have understood them
- 3 Respond confidently, in a way which shows you have listened to their views with care and attention
- 4 Clarify any misunderstandings
- 5 Make suggestions and give information when requested

Unit CCLD 201

Contribute to positive relationships

Element CCLD 201.3

Communicate with children

Performance criteria

This is the national standard which you must meet:

- 1 Communicate clearly, in ways that the child will understand
- 2 Use language and actions that show children that their views, feelings and opinions have been listened to with care and attention
- 3 Help children to express their needs and make choices
- 4 Demonstrate your understanding of children's preferred ways of communicating
- 5 Encourage children to use different communication methods
- 6 Model positive communication skills for children

Unit CCLD 201

Contribute to positive relationships

Element CCLD 201.4

Communicate with adults

Performance criteria

This is the national standard which you must meet:

- 1 Approach adults with courtesy and respect, using preferred names
- 2 Value adults' individual needs and preferences
- 3 Exchange information with adults in line with agreed practice
- 4 Use communication methods that are appropriate to adults
- 5 Adapt the ways in which you communicate when difficulties are experienced

Unit CCLD 201

Contribute to positive relationships

What you must know and understand

To be competent in this unit, you must know and understand the following:

- K2C1 The importance of giving children full attention when listening to them and how you demonstrate this through body language, facial expression, speech and gesture
- K2C2 Why it is important to give all children the opportunity to be heard and how you do this in a group
- K2D3 An outline of how children's communication skills develop within the age range 0–16 years
- K2C4 Why it is important to give children sufficient time to express themselves in their own words
- K2D5 Why it is important to help children make choices and how you can assist them to do this
- K2C6 The key features of effective communication and why it is important to model this when interacting with adults and children
- K2C7 The main differences between communicating with adults and communicating with children
- K2C8 How to demonstrate that you value adults' views and opinions and why it is important to the development of positive relationships
- K2C9 Communication difficulties that may exist and how these can be overcome
- K2C10 How to cope with disagreements with adults
- K2M11 Why it is important to reassure adults of the confidentiality of shared information and the limits of this
- K2M12 Organisational policy regarding information exchange
- K2C13 The importance of communicating positively with children and families
- K2C14 How children's ability to communicate can affect their behaviour

Unit CCLD 201

Contribute to positive relationships

Unit evidence requirements

Unit number: CCLD 201

Unit title: Contribute to positive relationships

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in children's care, learning and development.

Required sources of performance and knowledge evidence:

Observation is the **required** assessment method to be used to evidence some part of each element in this unit. Expert witnesses could supply **additional** evidence.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

Where observation has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent your assessor will identify other sources of performance and knowledge evidence.

- **Expert witness testimony:** Your assessor may identify an occupational expert from your workplace who can provide a testimony about your work performance.
- **Work products:** These are non-confidential records made, or contributed to, by you, eg contributions to planning ways of helping children express their needs and make choices.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg records of interaction with children or their families.

Unit CCLD 201

Contribute to positive relationships

- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application, eg methods, activities and materials used in your work with children to encourage their communication skills, ways in which you adapt your communication to ensure that you communicate effectively with both adults and children, how you ensure you respect those with whom you work.
- **Original certificates and other evidence of prior experience and learning:** Where you have relevant prior experience it must match the requirements of the standards. Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg City & Guilds Initial and/or Progression Awards in Early Years Care and Education.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit, eg where you have dealt with conflict situations or where difficulties in communication exist and have to be overcome in order to ensure that your communication has been effective.
- **Witness testimony:** Colleagues, allied professionals, children, young people, families and carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit CCLD 202

Help to keep children safe

What is this unit about?

This unit deals with keeping children safe during day-to-day work activities. The unit covers responses to accidents, emergencies and illness, according to procedures. The unit requires familiarity with, and the ability to set in motion, safety, safeguarding and welfare procedures, according to the policies and procedures of the setting.

Who is this unit for?

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. The unit is suitable for you if you assist in a setting, but do not normally have the final responsibility. You will have day-to-day responsibility for maintaining a safe environment, contributing to the safety, safeguarding and protection of children and ensuring risks and hazards are dealt with and reported promptly according to procedures.

Principles and values

You must work within the principles and values of the sector in order to achieve this unit.

Content of unit

The elements are:

- 202.1 Prepare and maintain a safe and healthy environment
- 202.2 Follow procedures for accidents, emergencies and illness
- 202.3 Support the safeguarding of children from abuse
- 202.4 Encourage children's positive behaviour

Place in the N/SVQ framework

This is a mandatory unit in the level 2 N/SVQ in Children's Care, Learning and Development.

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills

Communication: 1.2, 2.3
Working with Others: 2.1, 2.2
Problem Solving: 2.1, 2.2, 2.3
Application of Number: 1.1, 1.2, 1.3

Core Skills

Communication: Intermediate 1
Working with Others: Intermediate 1
Problem Solving: Intermediate 1
Numeracy: Access 3

Unit CCLD 202

Help to keep children safe

What we mean by some of the words used in this unit

Accidents

Unforeseen events without apparent cause.

Boundaries

Limits.

Children

Children who you work with, except where otherwise stated.

Environment

The place, setting or service where you work with children (can be outside the premises, if part of your work).

Hazards

Something likely to cause harm.

Manufacturer's instructions

Information or instructions for use.

Outings

Visits outside the setting.

Personal hygiene practices

Keeping clean eg hand washing after using toilet, before food or cooking activity, cleaning teeth after meals.

Procedures of setting

Steps your setting says you must follow.

Positive behaviour

Behaviour that is welcomed and supports and affirms children.

Qualified assistance

Designated first aid officer or other designated person with responsibility for health and safety according to the circumstances.

Risk

The seriousness of a hazard and its likelihood to cause harm.

Safeguarding

Includes protecting children from abuse and neglect alongside supporting their welfare.

Waste

Unwanted materials, nappies, body fluids, dressings, cleaning cloths.

Unit CCLD 202

Help to keep children safe

Element CCLD 202.1

Prepare and maintain a safe and healthy environment

Performance criteria

This is the national standard which you must meet:

- 1 Use equipment, furniture and materials safely, conforming to the manufacturer's instructions and setting requirements
- 2 Check the environment, materials and equipment to ensure hygiene and safety at the start of, during and at the end of the session, reporting faults promptly
- 3 Recognise potential hazards in the setting and deal with these promptly, according to procedures
- 4 Deal with waste safely, according to the procedures of the setting
- 5 Supervise children's safety appropriately and consistently, according to their age, needs and abilities
- 6 Encourage children to be aware of personal safety and the safety of others
- 7 Encourage children to develop good personal hygiene practices
- 8 Implement safety and security procedures at the start of the day/session and when children leave

Unit CCLD 202

Help to keep children safe

Element CCLD 202.2

Follow procedures for accidents, emergencies and illness

Performance criteria

This is the national standard which you must meet:

- 1 Remain calm and follow your organisation's procedures for accidents and emergencies, according to your role and responsibility
- 2 Call for qualified assistance as appropriate to the incident
- 3 Maintain the safety of the people involved
- 4 Provide reassurance and comfort to the people involved
- 5 Recognise when children are ill and follow procedures
- 6 Follow reporting and recording procedures

Unit CCLD 202

Help to keep children safe

Element CCLD 202.3

Support the safeguarding of children from abuse

Performance criteria

This is the national standard which you must meet:

- 1 At all times follow the policies and procedures of your setting with regard to safeguarding and protecting children
- 2 Report any signs and indicators of possible abuse, being sensitive to the child and circumstances
- 3 Identify, report and record changes in behaviour and physical signs
- 4 Respond calmly and promptly to a child's disclosure of abuse in a reassuring and supportive manner and according to the policies and procedures of the setting
- 5 Make clear to the child that other people appropriate to the situation will have to be made aware of their disclosure
- 6 Encourage children to be aware of their bodies and to protect themselves

Unit CCLD 202

Help to keep children safe

Element CCLD 202.4

Encourage children's positive behaviour

Performance criteria

This is the national standard which you must meet:

- 1 Support and encourage children's positive behaviour, according to the policies and procedures of the setting
- 2 Praise and encourage children
- 3 Allow children to make choices
- 4 Work with children to apply rules and boundaries consistently, appropriately and fairly, according to their age, needs and abilities
- 5 Deal sensitively with behaviour that challenges, according to the policies and procedures of the setting
- 6 Make sure your behaviour with children is appropriate and respectful at all times

Unit CCLD 202

Help to keep children safe

What you must know and understand

To be competent in this unit, you must know and understand the following:

- K2S15 Setting's safety, safeguarding and protection and emergency procedures, what these are and why they must be followed, including controls on substances harmful to health and other key aspects of health and safety
- K2H16 The laws governing safety in your home country, including the general responsibility for health and safety that applies to all colleagues and to employers
- K2S17 The duty of all within the sector to safeguard children, including the difficulties in situations where your concerns may not be seen to be taken seriously or followed through when following normal procedures
- K2P18 Regulations covering manual handling and the risks associated with lifting and carrying children
- K2H19 Safety factors and recognised standards of equipment and materials for children. Importance of using equipment that is appropriate for the age, needs and abilities of the child. The importance of following manufacturers' guidelines
- K2H20 Routine safety checking and maintenance of equipment. Safe storage of hazardous materials and disposal of waste
- K2H21 Safe layout and organisation of rooms, equipment, materials and outdoor spaces
- K2D22 How to adapt the environment to ensure safety for children, according to their age, needs and abilities and taking into account disabilities or special educational needs eg keeping the floor tidy to limit hazards for children with visual difficulties
- K2H23 When and how to use safety equipment such as safety gates, socket covers, window and drawer catches, cooker guards, safety harnesses. Safety in respect of animals, plants, sand pits and outdoor spaces
- K2H24 Good hygiene practice: avoiding of cross infection, disposal of waste, food handling, handling body fluids. Issues concerning spread of HIV and AIDS virus and hepatitis
- K2P25 Familiarity with adult/child ratio requirements, according to regulatory and setting requirements
- K2H26 How to supervise children safely, modifying your approach according to their age, needs and abilities. The balances between safety and risk, and challenge and protection for children
- K2H27 Policies and procedures of setting for responding to and recording accidents and emergencies. Basic first aid required in an emergency and how to apply it, recognition of and response to choking, unconsciousness, breathing difficulties, bleeding, anaphylactic shock, burns. Awareness of location and contents of first aid box. How to treat common minor injuries that may be dealt with on site, such as minor skin abrasions, cuts, bumps
- K2H28 The importance of following instructions about children's diets carefully to avoid known allergic reactions, how you would recognise allergic reactions

Unit CCLD 202

Help to keep children safe

- K2H29 Policies and procedures of setting to deal with children's illness. How to recognise when children are ill, including when they cannot communicate eg fever, rashes, headache, crying, and breathlessness
- K2H30 The emergency procedures within settings and the types of possible emergency. This must include:
 - a Procedures for fires
 - b Security incidents
 - c Missing children or persons
- K2S31 Types and possible signs and indicators of child abuse: physical, emotional, sexual abuse, bullying and harassment, neglect and failure to thrive not based on illness. This must include:
 - a Behavioural changes such as regression, withdrawal, excessive attention seeking, aggression and negative behaviour
 - b Physical indicators such as unlikely bruising, burns, marks, genital irritation or damage, hunger, being dirty, lack of health care
- K2S32 Recognition that social factors eg substance abuse, may increase a child's vulnerability to abuse
- K2S33 Safe working practices that protect children and adults who work with them
- K2S34 Ways to encourage children to be aware of their own bodies and understand their right not to be abused, according to their age, needs and abilities. These may include:
 - a Use of appropriate descriptive language
 - b Activities involving discussion about their own bodies
- K2D35 The importance of consistently and fairly applied boundaries and rules for children's behaviour, according to their age, needs and abilities, and the avoidance of stereotyping
- K2D36 How to respond to children's challenging behaviour, according to their age, needs and abilities and in line with the policies and procedures of the setting
- K2D37 The importance of encouraging and rewarding positive behaviour
- K2H38 Safety issues and concerns when taking children out of the setting
- K2S1118 The legislation, guidelines and policies which form the basis for action to safeguard children

Unit CCLD 202

Help to keep children safe

Unit evidence requirements

Unit number: CCLD 202

Unit title: Help to keep children safe

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation is permitted for element 202.2 of this unit.

The nature of this unit means that **most** of your evidence must come from real work activities. However simulation **is permitted** for element 202.2 of this unit if required eg responses to emergency situations. It cannot be used anywhere else in the unit and must meet the criteria for its use found in the assessment guidance for this N/SVQ award.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in children's care, learning and development.

Required sources of performance and knowledge evidence:

Observation is the **required** assessment method to be used to evidence some part of each element in this unit. Expert witnesses could supply **additional** evidence.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony because they are either contingencies or infrequently occurring events:

CCLD 202.1 performance criteria 2

CCLD 202.3 performance criteria 2, 5

Unit CCLD 202

Help to keep children safe

Where observation has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent your assessor will identify other sources of performance and knowledge evidence.

- **Expert witness testimony:** Your assessor may identify an occupational expert from your workplace who can provide a testimony about your work performance.
- **Work products:** These are non-confidential records made, or contributed to, by you, eg safety checks, recording of hazards.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg accident reports, records of strategies for managing difficult behaviour for individual children.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application, eg for support for the safeguarding policies and procedures, health and safety laws and how these are implemented; the role of safety and safeguarding policies and procedures and why these are necessary.
- **Original certificates and other evidence of prior experience and learning:** Where you have relevant prior experience it must match the requirements of the standards. Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg health and safety or first aid certificates; City & Guilds Initial and/or Progression Awards in Early Years Care and Education.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg dealing with an accident or illness; supervising children and balancing the need to ensure their safety with allowing them opportunities to take risks.
- **Witness testimony:** Colleagues, allied professionals, children, young people, families and carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit CCLD 203

Support children's development

What is this unit about?

This unit includes the routine observation of children and young people's development in everyday work. It is a unit that requires knowledge and understanding of children's development from 0 to 16 years and the ability to demonstrate competence with the children you are working with. The unit covers observing children, sharing observational findings, contributing to the implementation of activities to support development and contributing to planning to meet children's needs.

Who is this unit for?

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. The unit is suitable for you if you assist in a setting, but do not normally have the final responsibility.

Principles and values

You must work within the principles and values of the sector in order to achieve this unit.

Content of unit

The elements are:

- 203.1 Contribute to supporting children's physical development and skills
- 203.2 Contribute to supporting children's emotional and social development
- 203.3 Contribute to supporting children's communication and intellectual development
- 203.4 Contribute to planning to meet children's development needs

Place in the N/SVQ framework

This is a mandatory unit in the level 2 N/SVQ in Children's Care, Learning and Development.

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills

Communication: 1.2, 2.3
Working with Others: 2.1, 2.2, 2.3
Application of Number: 1.1, 1.2, 1.3
Problem Solving: 2.1, 2.2, 2.3

Core Skills

Communication: Access 3
Working with Others: Intermediate 1
Numeracy: Access 3
Problem Solving: Intermediate 1

Unit CCLD 203

Support children's development

What we mean by some of the words used in this unit

Children

Children you work with, except where otherwise indicated.

Communication

Verbal and non-verbal.

Creative play

This is where children develop and communicate their own ideas, using art, design and technology, making things, music, dance and movement, imaginative play. Children can express their creativity in every area of learning.

Development

Children gaining skills and competence.

Developmental needs

What children require to move forward in their development.

Families

Including parents (fathers and mothers) and carers, extended and chosen families who contribute significantly to the well-being of individual children and who may or may not have legal responsibility.

Emotional responses

Children's expressions of feelings.

Growth

Growing in height and weight.

Formative assessment

Initial and ongoing assessment.

Inclusion

A process of identifying, understanding and breaking down barriers to participation and belonging.

Learning

Children obtaining new knowledge and understanding about something or acquiring a new skill or changing behaviour as a result of experience.

Mental health

The strength and well-being of our minds.

Observing

Take notice, use available senses to find out and learn more about children's development.

Unit CCLD 203

Support children's development

Pattern of development

Usual rate and sequence of development.

Rate of development

Usual timeframe in which development takes place.

Sequence of development

Usual order in which development occurs.

Stereotyping

Making judgments based on unfair views that you already hold rather than looking at the individual.

Summative assessment

Assessment that summarises findings.

Toilet training

Sensitively supporting children who are gaining control over their bowel and bladder.

Unit CCLD 203

Support children's development

Element CCLD 203.1

Contribute to supporting children's physical development and skills

Performance criteria

This is the national standard which you must meet:

- 1 Pay careful attention to children, observing how they:
 - a Move around the setting and co-ordinate their movements
 - b Make use of space and large equipment
 - c Manipulate and use small equipment
- 2 Make sure you share and record your findings accurately and in confidence, based on the requirements of your setting
- 3 Implement activities to support physical development that are appropriate to the age, needs and abilities of the children. To include:
 - a Use of large muscles
 - b Use of small (fine movement) muscles
 - c Using hand/eye co-ordination
- 4 Give children time and opportunity to practise physical skills

Unit CCLD 203

Support children's development

Element CCLD 203.2

Contribute to supporting children's emotional and social development

Performance criteria

This is the national standard which you must meet:

- 1 Pay careful attention to children, observing how they:
 - a Express their feelings and emotions
 - b Relate to each other and to adults
- 2 Encourage children's social development in play and everyday activities
- 3 Support children's positive behaviour, according to the procedures of the setting, giving praise and encouragement as appropriate according to the child's age, needs and abilities
- 4 Observe how confidently children participate and make use of available opportunities to encourage children's confidence and self-esteem
- 5 Encourage children to make choices and take decisions for themselves
- 6 Provide a positive and encouraging environment
- 7 Make sure you share and record your findings accurately and in confidence, based on the requirements of your setting

Unit CCLD 203

Support children's development

Element CCLD 203.3

Contribute to supporting children's communication and intellectual development

Performance criteria

This is the national standard which you must meet:

- 1 Pay careful attention to children, observing how they:
 - a Use play and imagination
 - b Concentrate on activities
 - c Memorise things
 - d Pay attention to what is around them
 - e Gain new information
 - f Show their creativity
- 2 Implement activities that support intellectual development as appropriate to the age, needs and abilities of the children
- 3 Pay careful attention to children, observing how they:
 - a Communicate verbally and non-verbally with adults and with each other
 - b Use language, including speaking, listening, reading, writing
 - c Respond and participate in language activities
- 4 Implement activities to support communication that are appropriate to the age, needs and abilities of the children
- 5 Make sure you share and record your findings accurately and in confidence, based on the requirements of your setting

Unit CCLD 203

Support children's development

Element CCLD 203.4

Contribute to planning to meet children's development needs

Performance criteria

This is the national standard which you must meet:

- 1 Consider carefully what you have found out about children through your observations and how your findings can help with assessment and planning for children
- 2 Participate in the assessment of children's development
- 3 Contribute ideas and suggestions to support planning

Unit CCLD 203

Support children's development

What you must know and understand

To be competent in this unit, you must know and understand the following:

- K2D39 The purpose of careful observation and noting what children do and how they behave
- K2D40 The importance of checking your observations of children with others
- K2D41 Where to refer concerns you may have about children's development
- K2M42 The importance of confidentiality, data protection and sharing information, according to the procedures of your setting
- K2D43 The role of play in development ie children of all ages need to play in order to develop, learn and grow
- K2D44 The kinds of influences that affect children's development, such as their background, health or environment
- K2D45 Children's development is holistic and each area is interconnected
- K2D46 That children develop at widely different rates, but in broadly the same sequence
- K2D47 A basic outline of the expected pattern of children's development. The pattern of development includes the order or sequence in which development takes place and the rate of development, to include:
 - a Physical development
 - b Communication and intellectual development
 - c Social, emotional and behavioural developmentIn each of the age groups
 - i Birth–3 years
 - ii 3–7 years
 - iii 7–12 years
 - iv 12–16 years

Unit CCLD 203

Support children's development

Select one of the following age ranges covering the age range you currently work with and provide knowledge evidence for the points listed

- K2D48 How to support children's development from birth to 3 years. You need to know why and how to:
- 1 Provide a warm, safe, secure and encouraging environment in partnership with families
 - 2 Make sure all the children you work with can take part equally, including those with disabilities and special educational needs
 - 3 Develop a close and loving relationship with the child, including appropriate physical contact
 - 4 Help the child cope with their feelings, positively encouraging emotional well-being
 - 5 Support toilet training
 - 6 Be supportive in your responses to children's behaviour, following the policies of your setting
 - 7 Use everyday care routines and activities to support development
 - 8 Provide hands-on activities allowing children to explore and manipulate materials
 - 9 Identify activities and equipment to support children's play and early learning, including how these are used to best effect
 - 10 Support children's early interest in numbers, counting, sorting and matching
 - 11 Encourage children's creative play
 - 12 Play with and alongside the child, sensitively supporting their play
 - 13 Make sure children have quiet periods
 - 14 Use different ways of communicating, including verbal and non-verbal, listening/watching, talking, pausing and turn taking in making sounds and 'conversations', making eye contact, singing, rhymes, and stories
 - 15 Support children's early communication in bilingual or multilingual settings
 - 16 Support children's early interest in reading and mark making
 - 17 Contribute to an environment that supports children's physical skills and confidence in movement

Unit CCLD 203

Support children's development

- K2D49 How to support children's development from 3 to 7 years. You need to know why and how to:
- 1 Provide a safe, secure and encouraging environment
 - 2 Make sure all the children you work with can take part equally, including those with disabilities and special educational needs
 - 3 Develop close and consistent relationships
 - 4 Support children's emotional well-being, confidence and resilience
 - 5 Be realistic, consistent and supportive in your responses to children's behaviour
 - 6 Allow children to assess and take risks without over or under protecting them
 - 7 Use appropriate activities, materials and experiences to support learning and development
 - 8 Identify activities and equipment to support children's play, creativity and learning, including how these are used to best effect
 - 9 Support children's interest in numbers, counting, sorting and matching
 - 10 Play with and alongside the child, sensitively supporting their play
 - 11 Use every opportunity to encourage children's communication and language development, such as talking, listening, making eye contact, singing, rhymes, and stories
 - 12 Support children's communication in bilingual or multilingual settings
 - 13 Support children's interest in reading, mark making and writing
 - 14 Contribute to an environment that supports children's physical skills and confidence in movement
- K2D50 How to support children's development from 7 to 12 years. You need to know why and how to:
- 1 Provide a safe and encouraging environment
 - 2 Make sure that all children you work with can take part equally, including those with disabilities and special educational needs
 - 3 Give meaningful praise and encouragement
 - 4 Support emotional well-being, confidence and resilience
 - 5 Be a listening ear when needed
 - 6 Stand back and allow children to assess, take risks and face challenges for themselves, according to their abilities, needs and stage of development
 - 7 Provide opportunities for exploration and different experiences
 - 8 Identify activities and equipment to support children's play, creativity and learning, including how these are used to best effect
 - 9 Use every opportunity to encourage children's communication, literacy and language development
 - 10 Contribute to an environment that supports children's physical skills and confidence in movement
 - 11 Recognise and acknowledge children's particular needs as they enter puberty

Unit CCLD 203

Support children's development

- K2D51 How to support young people's development from 12 to 16 years. You need to know why and how to:
- 1 Provide an encouraging and safe environment that recognises approaching adulthood
 - 2 Make sure that all young people you work with can take part equally, including those with disabilities and special educational needs
 - 3 Give meaningful praise and encouragement
 - 4 Support emotional well-being, confidence and resilience
 - 5 Support opportunities for children to assess and take risks and face challenges, according to their abilities, needs and stage of development
 - 6 Be a listening ear when needed
 - 7 Support young people's development and learning by encouraging exploration and different types of experience
 - 8 Encourage positive communication, being available to support, listen and encourage
 - 9 Encourage creativity
 - 10 Recognise and acknowledge children's particular needs as they go through puberty and adolescence and become adults
 - 11 Contribute to an environment that supports young people's physical skills and confidence in movement
 - 12 Provide information for young people, when requested, about things that concern them
- K2T1112 Support children through transitions in their lives eg:
- a Children aged 0 to 3 years coming into daycare, changing rooms, leaving parents
 - b Children aged 3 to 7 years as they move between different settings and into school
 - c Children aged 7 to 12 years as they move between different settings, such as moving to a new school
 - d Young people aged 12 to 16 years for change, personal growth and moving on

Unit CCLD 203

Support children's development

Unit evidence requirements

Unit number: CCLD 203

Unit title: Support children's development

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge **for the age range with whom you work**. Where you work across different age ranges you will need to select the age range for which you are likely to be able to provide the most comprehensive and high quality evidence.

In addition to the above you are also required to provide evidence of your basic knowledge and understanding of child and young person development for each of the age ranges:

0–3 years

3–7 years

7–12 years

12–16 years

The evidence for this unit must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in children's care, learning and development.

Required sources of performance and knowledge evidence:

Observation is the **required** assessment method to be used to evidence some part of each element in this unit. Expert witnesses could supply **additional** evidence.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Unit CCLD 203

Support children's development

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony because they are either contingencies or infrequently occurring events:

CCLD 203.1 performance criteria 1

CCLD 203.2 performance criteria 1

CCLD 203.3 performance criteria 1, 3

Where observation has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent your assessor will identify other sources of performance and knowledge evidence.

- **Expert witness testimony:** Your assessor may identify an occupational expert from your workplace who can provide a testimony about your work performance.
- **Work products:** These are non-confidential records made, or contributed to, by you, eg plans for activities.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg contributions to the observation and assessment of children's progress.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg the effectiveness of activities/programmes in supporting a child's development; how to recognise when the child is ready to move on in their development and how to support this; why transitions are important in children's lives and how these can be supported.
- **Original certificates and other evidence of prior experience and learning:** Where you have relevant prior experience it must match the requirements of the standards. Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg City & Guilds Initial Award and/or Progression Award in Early Years Care and Education.

Unit CCLD 203

Support children's development

- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit, eg supporting children's positive behaviour and encouraging their self-confidence, meeting an individual child's needs. Investigations and other forms of evidence to meet the requirements of the unit may also be used.
- **Witness testimony:** Colleagues, allied professionals, children, young people, families and carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit CCLD 204

Use support to develop own practice in children's care, learning and development

What is this unit about?

This unit is about improving and developing your skills and performance in carrying out your work.

Who is this unit for?

It is for anyone who is working as an assistant in any setting whose main purpose is children's care, learning and development.

Principles and values

You must work within the principles and values of the sector in order to achieve this unit.

Content of unit

The elements are:

- 204.1 Make use of support systems to develop your practice
- 204.2 Use new knowledge and skills to improve your practice

Place in the N/SVQ framework

This is a mandatory unit in the level 2 N/SVQ in Children's Care, Learning and Development.

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills

Communication: 1.1
Improving Own Learning
and Performance: 2.1, 2.2, 2.3

Core Skills

Communication: Access 3

Unit CCLD 204

Use support to develop own practice in children's care, learning and development

What we mean by some of the words used in this unit

Constructive feedback

An honest opinion about what you need to improve on, with ideas about how to go about it.

Development (of your practice)

Improvement of your work, gaining more knowledge and additional skills.

Support

Will include some or all of the following formal and informal opportunities:

- Members of your work team
- Supervisors/managers
- Colleagues from your own, or another, setting
- Members of a network
- Appraisals, supervisions, performance reviews.

Professional development opportunities

Training programmes or courses, seminars, information days, conferences, exhibitions, study time, updating through reading.

Unit CCLD 204

Use support to develop own practice in children's care, learning and development

Element CCLD 204.1

Make use of support systems to develop your practice

Performance criteria

This is the national standard which you must meet:

- 1 Find out about support in the work you do
- 2 Use support to ask for constructive feedback on your practice
- 3 Use support to help you identify goals and targets
- 4 Use the feedback to find areas of your practice that need development
- 5 Ask support for information about development opportunities

Unit CCLD 204

Use support to develop own practice in children's care, learning and development

Element CCLD 204.2

Use new knowledge and skills to improve your practice

Performance criteria

This is the national standard which you must meet:

- 1 Take advantage of opportunities to gain new knowledge and skills
- 2 Identify the new knowledge and skills which will be useful in your work
- 3 Use support to find out how to use the new knowledge and skills in your work
- 4 Use the new knowledge and skills to improve your practice
- 5 Use support to ask for feedback on improvements to your practice

Unit CCLD 204

Use support to develop own practice in children's care, learning and development

What you must know and understand

To be competent in this unit, you must know and understand the following:

- K2P52 The strengths and weaknesses of your own practice
- K2P53 The effect of your own background and experiences on your practice
- K2P54 Your own learning style
- K2P55 The systems available for supervision and support
- K2P56 The importance of setting professional goals and targets
- K2P57 The professional structure of the sector and the opportunities for career progression
- K2P58 Ways of undertaking professional development

Unit CCLD 204

Use support to develop own practice in children's care, learning and development

Unit evidence requirements

Unit number: CCLD 204

Unit title: Use support to develop own practice in children's care, learning and development

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in children's care, learning and development.

Required sources of performance and knowledge evidence:

Observation is the **required** assessment method to be used to evidence some part of each element of this unit. Expert witnesses could provide **additional** evidence.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

Where observation has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent or where observation was not required your assessor will identify other sources of performance and knowledge evidence.

- **Expert witness testimony:** Your assessor may identify an occupational expert from your workplace who can provide a testimony about your work performance.
- **Work products:** These are non-confidential records made, or contributed to, by you, eg records of courses attended.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg appraisal records or performance indicators.

Unit CCLD 204

Use support to develop own practice in children's care, learning and development

- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application eg the types of training accessed, use of feedback on practice.
- **Original certificates and other evidence of prior experience and learning:** Where you have relevant prior experience it must match the requirements of the standards. Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg City & Guilds Initial and/or Progression Awards in Early Years Care and Education.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit, eg identifying and reflecting on own learning style.
- **Witness testimony:** Colleagues, allied professionals, children, young people, families and carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit CCLD 205

Prepare and maintain environments to meet children's needs

What is this unit about?

This unit is about the importance of the environment in which children are cared for. Environments which have been well thought out can provide children with positive developmental opportunities.

Who is this unit for?

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This is for anyone who works as an assistant looking after children, either individually or in a group.

Principles and values

You must work within the principles and values of the sector in order to achieve this unit.

Content of unit

The elements are:

- 205.1 Prepare and maintain the physical environment
- 205.2 Prepare and maintain a stimulating environment
- 205.3 Maintain an environment that builds children's confidence and resilience
- 205.4 Support routines for children

Place in the N/SVQ framework

This is a mandatory unit in the level 2 N/SVQ in Children's Care, Learning and Development.

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills

Communication: 1.1, 1.2
Working with Others: 1.1, 1.2, 1.3
Application of Number: 1.1, 1.2, 1.3
Problem Solving: 2.1, 2.2, 2.3

Core Skills

Communication: Access 3
Working with Others: Access 3
Numeracy: Access 3
Problem Solving: Intermediate 1

Unit CCLD 205

Prepare and maintain environments to meet children's needs

What we mean by some of the words used in this unit

Accessible

All children can use the environment and children are not prevented from benefiting because of a disability or particular need.

Active involvement

Children having a say about what happens in their environment by saying what they want and by helping to make things happen where this can be done safely.

Children

Children who you work with, except where otherwise stated.

Environment

The place, setting or service where you work with children (can be outside the premises, if this is a part of your work).

Furniture and equipment

Any sort of physical objects which are in the environment.

Health and safety requirements

The laws governing safety in your UK country.

Physical space

The room, part of room or rooms in which the children spend time. This could also be an outside area during outdoor play or an outing.

Positive images

Accurate, non-stereotypical representations of people reflecting the wider community.

Risk assessments

The assessments that must be carried out in order to identify hazards and their likelihood to cause harm.

Unit CCLD 205

Prepare and maintain environments to meet children's needs

Element CCLD 205.1

Prepare and maintain the physical environment

Performance criteria

This is the national standard which you must meet:

- 1 Use physical space effectively to provide activities for children
- 2 Set out furniture and equipment so that activities can be carried out safely
- 3 Make sure that all entrances, exits and fire exits are not obstructed
- 4 Follow risk assessments and health and safety procedures
- 5 Encourage children to be actively involved in decisions about their environment
- 6 Change the environment regularly to keep children interested
- 7 Check that the environment is appropriately heated and ventilated
- 8 Check that the environment is accessible for all the children who use it

Unit CCLD 205

Prepare and maintain environments to meet children's needs

Element CCLD 205.2

Prepare and maintain a stimulating environment

Performance criteria

This is the national standard which you must meet:

- 1 Involve children in the preparation and maintenance of both visual and tactile displays
- 2 Use visual and tactile displays to provide learning experiences for children
- 3 Use visual and tactile displays to promote positive images of people in accordance with the values and principles of the sector
- 4 Make use of different colours to provide an interesting and exciting environment
- 5 Make use of music and sounds as part of a stimulating and interesting environment
- 6 Provide an environment where children can use all their available senses:
 - a Smell
 - b Taste
 - c Touch
 - d Hearing
 - e Sight
- 7 Check that all aspects of the environment comply with health and safety requirements
- 8 Make sure that the environment is appropriate for the age and developmental stage of the children
- 9 Adapt the environment to meet children's needs

Unit CCLD 205

Prepare and maintain environments to meet children's needs

Element CCLD 205.3

Maintain an environment that builds children's confidence and resilience

Performance criteria

This is the national standard which you must meet:

- 1 Provide an environment that acknowledges the achievements of each child
- 2 Encourage children to participate in activities
- 3 Help children to recognise their own achievements
- 4 Explain any foreseeable changes to the child's environment clearly and honestly
- 5 Provide reassurance, explanations and comfort for any unforeseen changes
- 6 Help children to be positive about their own cultural backgrounds
- 7 Help children to make progress and achievements at a level appropriate to their age, needs and abilities
- 8 Provide an environment that encourages children to socialise with adults and other users

Unit CCLD 205

Prepare and maintain environments to meet children's needs

Element CCLD 205.4

Support routines for children

Performance criteria

This is the national standard which you must meet:

- 1 Help children new to the setting to settle in, according to agreed procedures and taking account of individual needs and family requirements
- 2 Help implement consistent routines for children that provide a balance of quiet periods and times for physical play, using outdoor and indoor space effectively
- 3 Support children's personal care, according to procedures
- 4 Provide food and drinks to children if required by the setting, making sure drinking water is available

Unit CCLD 205

Prepare and maintain environments to meet children's needs

What you must know and understand

To be competent in this unit, you must know and understand the following:

- K2D59 Ways in which the physical environment in which you work meets the children's physical, social, emotional, language and intellectual needs and takes into account their different genders, cultures and ethnicity, needs and abilities
- K2D60 Approaches to children that encourage them to participate in activities
- K2D61 How to involve children in making decisions about their environment
- K2D62 How to use the environment to promote positive images of people who may be discriminated against
- K2D63 The importance of recognising children's efforts and achievements
- K2D64 The relationship between self esteem, confidence and resilience
- K2H65 Health and safety regulations that apply to environments and the policies and procedures of the setting that relate to the environment
- K2D66 The ways to and effects of stimulating each of the senses to support children's development
- K2T67 The effects of changes eg new children settling in, and ways to help children manage them
- K2D68 The way children's needs change as they develop and how to make the environment appropriate to the ages and stages of development of the children
- K2D69 The effects of security and reassurance on children's confidence
- K2D70 How to meet the needs of all the children in your setting, including those with disabilities or special educational needs
- K2D71 Methods of providing children with reassurance and comfort and how to recognise signs of insecurity and anxiety
- K2D72 How to display objects in a stimulating and interesting way for children
- K2H73 How to maintain the appropriate temperatures and levels of ventilation for the comfort, safety and development of the children
- K2P74 How the values and principles of the sector can be reflected in the environment
- K2D75 The importance of consistent routines for children's development
- K2D76 The requirement and importance of physical play and how to help children who have limited physical play opportunities
- K2D77 The importance of quiet periods for children to rest without being over stimulated by constant activity
- K2H78 Basic information about safe food handling
- K2H79 Basic nutritional needs of children and the principles of healthy eating according to government guidance
- K2D80 The importance of regular physical activity and exercise to physical and mental health
- K2H81 Different food groups and the importance of supporting children's food preferences, nutritional requirements and cultural variations
- K2H82 Different types of food allergies and the importance of following setting procedures to ensure children are protected
- K2H83 The care of children's skin and hair, toiletries used, sun safety
- K2H84 How children's teeth develop, the effects of poor diet, everyday care of teeth

Unit CCLD 205

Prepare and maintain environments to meet children's needs

Unit evidence requirements

Unit number: CCLD 205

Unit title: Prepare and maintain environments to meet children's needs

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in children's care, learning and development.

Required sources of performance and knowledge evidence:

Observation is the **required** assessment method to be used to evidence some part of each element in this unit. Expert witnesses could supply **additional** evidence.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony because they are either contingencies or infrequently occurring events:

CCLD 205.3 performance criteria 4, 5

Unit CCLD 205

Prepare and maintain environments to meet children's needs

Where observation has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent your assessor will identify other sources of performance and knowledge evidence.

- **Expert witness testimony:** Your assessor may identify an occupational expert from your workplace who can provide a testimony about your work performance.
- **Work products:** These are non-confidential records made, or contributed to, by you, eg short, medium or long-term plans for activities, safety checks of the environment.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg individual child records.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application, eg how to support children who are new to the setting to settle in; how to use opportunities to work positively with children through their care routines; the laws and regulations that affect the environment for children and how these are implemented in the setting, using policies and procedures and good practice guidance.
- **Original certificates and other evidence of prior experience and learning:** Where you have relevant prior experience it must match the requirements of the standards. Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg certificates in health and safety practice, activity organisation, antidiscrimination/inclusion; food handling or food technology/hygiene.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit, eg how the environment helps to meet the individual needs of children.
- **Witness testimony:** Colleagues, allied professionals, children, young people, families and carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Unit CCLD 206

Support children's play and learning

What is this unit about?

This unit is about supporting children's learning through play. Although the unit is suitable for work with young children in their pre-school years and in play based early education it is applicable in other circumstances with older children.

Who is this unit for?

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. The unit is suitable if you work as an assistant supporting children's play and learning in a variety of different settings such as centre or home based childcare, crèches or pre-schools.

Principles and values

You must work within the principles and values of the sector in order to achieve this unit.

Content of unit

The elements are:

- 206.1 Participate in activities to encourage communication and language
- 206.2 Provide opportunities for children's drama and imaginative play
- 206.3 Encourage children to be creative
- 206.4 Support physical play and exercise
- 206.5 Encourage children to explore and investigate

Place in the N/SVQ framework

This is a mandatory unit in the level 2 N/SVQ in Children's Care, Learning and Development.

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills

Communication: 2.1 a, 1.2
Problem Solving: 2.1, 2.2, 2.3
Application of Number: 1.1, 1.2, 1.3

Core Skills

Communication: Intermediate 1
Problem Solving: Intermediate 1
Numeracy: Access 3

Unit CCLD 206

Support children's play and learning

What we mean by some of the words used in this unit

Appropriate activities for fine motor skills

Appropriate activities for the children concerned: these could include sewing, threading, use of scissors, small construction.

Appropriate language (to enhance children's communication skills and learning)

Questions that give children opportunities for a range of different responses; modelling correct use of language; using opportunities for specific types of language to enhance areas of learning such as mathematical, exploration/investigation or children's personal development.

Community resources

Resources found in the local community, such as parks, allotments, libraries, people and organisations.

Children

The children you work with, except where otherwise stated.

Play

Play is activity children are motivated to do from within themselves:

- It is freely chosen
- Children play in their own chosen way.

Creativity and creative play

This is where children develop and communicate their own ideas using art, design, making things, music, dance and movement. Children can express their creativity in every area of play and learning.

ICT

Information and Communication Technology.

Imaginative play/drama/role play

Pretending, includes role play ie acting the role of another person either alone or in groups, acting out difficult scenarios, can be drama activities with or without adult support.

Objects of interests

Any objects that interest children and can extend their learning eg fossils or stones, living things such as insects, food items.

Physical play

Play focusing on movement of the body.

Unit CCLD 206

Support children's play and learning

Props

Objects and materials children use to support their imaginative play or drama eg dressing-up clothes, dolls, puppets, masks.

Themes

An idea or subject that is continued through a range of activities.

Unit CCLD 206

Support children's play and learning

Element CCLD 206.1

Participate in activities to encourage communication and language

Performance criteria

This is the national standard which you must meet:

- 1 Take time to communicate with children during everyday activity and routines
- 2 Use music, movement, rhythm and games to encourage communication
- 3 Use eye contact, body movement and voice effectively to encourage children's attention and participation
- 4 Use appropriate language to enhance children's communication skills and learning
- 5 Use role play effectively to encourage, support and model language and communication
- 6 Make sure what you do is suitable for the children's age, needs and abilities

Unit CCLD 206

Support children's play and learning

Element CCLD 206.2

Provide opportunities for children's drama and imaginative play

Performance criteria

This is the national standard which you must meet:

- 1 Contribute to providing a range of materials, equipment and props to support drama and imaginative play
- 2 Select equipment and materials in collaboration with children that extends awareness of their own and other cultures
- 3 Encourage children to avoid stereotyping within their drama and imaginative play
- 4 Encourage children to explore the feelings and roles of others through drama and imagination
- 5 Support opportunities for children's drama and imaginative play to flow freely without adult intervention unless requested by the children or when additional props or ideas are required
- 6 Make sure what you do is suitable for the children's age, needs and abilities

Unit CCLD 206

Support children's play and learning

Element CCLD 206.3

Encourage children to be creative

Performance criteria

This is the national standard which you must meet:

- 1 Provide a range of materials, equipment and props to support creativity following the children's interests and setting requirements
- 2 Encourage children's involvement in creative activity and play with sand, water and other basic materials
- 3 Encourage participation in:
 - a Mark making
 - b Painting
 - c Drawing
 - d Modelling
 - e Printing
- 4 Make sure what you do is suitable for the children's age, needs and abilities
- 5 Help display children's work in ways that encourage them and support their self-esteem

Unit CCLD 206

Support children's play and learning

Element CCLD 206.4

Support physical play and exercise

Performance criteria

This is the national standard which you must meet:

- 1 Encourage and support all children to participate in physical play enabling an appropriate element of risk and challenge within their play, according to their age, needs and abilities
- 2 Enable children to assess own risk in their physical play
- 3 Encourage children to take part in physical play using their whole bodies by providing interesting and stimulating opportunities
- 4 Use available space effectively
- 5 Give children opportunities to develop their fine motor skills by providing appropriate activities and experiences
- 6 Safely supervise children's physical play without over or under protecting them
- 7 Encourage children to take turns and consider others

Unit CCLD 206

Support children's play and learning

Element CCLD 206.5

Encourage children to explore and investigate

Performance criteria

This is the national standard which you must meet:

- 1 Examine and display objects of interest with children, taking the opportunities offered to enhance children's learning
- 2 Help children to use indoor and outdoor areas
- 3 Find out about community resources to encourage children to explore and investigate
- 4 Engage children's curiosity by providing interesting and stimulating activities and experiences and by showing your own interest in exploring and investigating
- 5 Help children to use ICT as part of their exploration and investigation
- 6 Use activities to engage children's curiosity, making sure that activities are carefully prepared, safe, and that children are supported appropriately
- 7 Make sure the environment is safe and organised in ways that are child friendly and enable children to explore and investigate freely
- 8 Make sure what you do is suitable for the children's age, needs and abilities

Unit CCLD 206

Support children's play and learning

What you must know and understand

To be competent in this unit, you must know and understand the following:

- K2D85 How to support children's communication, intellectual development and learning in your setting
- K2D86 How to support children's play and communication development in bilingual and multilingual settings and where children learn through an additional language
- K2D87 A basic outline of the expected pattern of children's physical, communication and intellectual, social, emotional and behavioural development for the age group with which you are working
- K2D88 How the activities and experiences for children and babies and children under 3 years relates to formal curriculum frameworks and frameworks for babies and young children in your home country
- K2D89 The importance of play in children's learning and development
- K2D90 Types of music, movement, songs and games to encourage communication that are appropriate for the children with whom you work
- K2D91 How to use ICT to support play and learning
- K2D92 Appropriate language to use to encourage children's communication and learning to include: benefits of open-ended questions, the use of language to extend learning, such as use of mathematical language or encouraging children to question
- K2D93 The scope and benefits of play where children use their imagination to make one thing stand for another and to play out different roles
- K2D94 How drama and imaginative play can be used to encourage children's learning, including the types of materials, equipment and props that support this area of play
- K2D95 Recognising that children will play out roles they see at home and in the world around them and the need for sensitivity in dealing with stereotypes
- K2D96 Why it is necessary for children's imaginative play to flow freely and with minimal adult intervention, whilst recognising that sometimes sensitive intervention maybe necessary to move the play along
- K2D97 The importance of encouraging creativity and the scope of activities involved
- K2D98 How you would display children's work to its best effect
- K2D99 How to support children's confidence and self-esteem when they make and create things, making sure that the emphasis is on the process of creating something rather than the end product
- K2D100 Suitable activities for the development of children's fine and gross motor skills
- K2D101 How physical play can help children to assess risk in a safe and controlled environment
- K2D102 The benefits to children of physical play and exercise and the need for sensitivity in dealing with those who find it more difficult to participate
- K2D103 The kind of objects that engage children's interest at different ages and with different needs and abilities

Unit CCLD 206

Support children's play and learning

- K2D104 The benefits to children's learning of grouping together objects with similar characteristics and learning to sort and classify
- K2D105 The benefits to children's learning of knowing about their own background and community
- K2D106 How to provide a stimulating environment and not stifle children's curiosity, problem solving and exploration
- K2D107 The importance and scope of practical daily activities such as cooking and gardening to enhance children's learning
- K2D108 How you set up activities to help children learn and the most effective types of activities, toys, equipment and experiences
- K2D109 How to lay out furniture and equipment to make the best use of space and help children gain access to play and learning activities
- K2D110 The use of everyday routines to support play and learning

Unit CCLD 206

Support children's play and learning

Unit evidence requirements

Unit number: CCLD 206

Unit title: Support children's play and learning

Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in children's care, learning and development.

Required sources of performance and knowledge evidence:

Observation is the **required** assessment method to be used to evidence some part of each element in this unit. Expert witnesses could supply **additional** evidence.

Your assessor will observe you in real work activities and this should provide most of the evidence for the performance criteria for the elements in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony because they are either contingencies or infrequently occurring events:

CCLD 206.2 performance criteria 5

Unit CCLD 206

Support children's play and learning

Where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent your assessor will identify other sources of performance and knowledge evidence.

- **Expert witness testimony:** Your assessor may identify an occupational expert from your workplace who can provide a testimony about your work performance.
- **Work products:** These are non-confidential records made, or contributed to, by you, eg curriculum plans, play plans, materials developed which support children's play and learning.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio eg child observations and assessments and individual child records.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application, eg planned activities meet the play and learning needs of individual children; implementing formal curriculum frameworks and guidance documents.
- **Original certificates and other evidence of prior experience and learning:** Where you have relevant prior experience it must match the requirements of the standards. Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice, eg City & Guilds Initial and/or Progression Awards in Early Years Care and Education.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit, eg setting up a role/pretend play activity with children, using community resources such as parks or libraries.
- **Witness testimony:** Colleagues, allied professionals, children, young people, families and carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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Further information

Further information regarding centre/scheme approval or any aspect of assessment of our qualifications should be referred to the relevant City & Guilds regional/national office:

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Wales	02920 748600	02920 748625
West Midlands	0121 503 8900	0121 359 7734
East Midlands	01773 842900	01773 833030
South West	01823 722200	01823 444231
London and South East	020 7294 2468	020 7294 2419
Southern	020 7294 2468	020 7294 2412
East	01480 308300	01480 308325
Northern Ireland	028 9032 5689	028 9031 2917
City & Guilds Customer Relations Unit	020 7294 2800	020 7294 2400

General information about City & Guilds is available on our website **www.cityandguilds.com** or from our Customer Relations team at the address below or by phoning 020 7294 2800 or e-mailing **learnersupport@cityandguilds.com** or **centresupport@cityandguilds.com**

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