

Level 3 NVQ in Children's Care, Learning and Development (3171)

Level 3 SVQ in Children's Care, Learning and Development (3174)

Standards and assessment requirements



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Version 2

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Contents

05	About this document
06	The Standards Setting Body and the National Occupational Standards
06	Background to the National Occupational Standards (NOS)
06	Contacting the Standards Setting Bodies (SSBs)
07	Imported units
08	Apprenticeship framework
09	Candidate entry and progression
09	Candidate work role requirements
09	Candidate entry requirements
09	Legal considerations
09	Progression routes
10	Centre requirements
10	Site agreements
10	Registration period
11	The qualification structure and standards
11	Qualification structure
16	Value statements
17	Availability
18	Assessment method requirements
18	External quality control
18	Imported units
18	Accreditation of Prior Experience and Learning (APEL)
19	Performance evidence requirements
20	Knowledge evidence requirements
23	Simulation
24	Role and occupational expertise requirements
24	Assessors
24	Special assessment requirements for imported units
25	Co-ordinating assessors
26	Expert witnesses
27	Internal verifiers

Contents

Continued

28	Recording assessment and evidence	
28	Confidentiality and privacy	
28	Recording forms to use	
31	Form N/SVQ11 – Unit assessment and verification declaration	
33	Form N/SVQ12 – Summary of achievement	
34	Exemplar recording forms	
43	Learning and support resources	
43	Other City & Guilds publications/resources	
44	Key/Core Skills mapping	
45	The standards (NOS) and unit evidence requirements	
133	Further information	

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

Training and Development Agency for schools

Portland House
Stag Place
London
SW1E 5TT

ENTO
Kimberley House
47 Vaughan Way
Leicester
LE1 4SG

Lifelong Learning UK
5th floor
St Andrew's House
18-20 St Andrew Street
London
EC1A 3AY

Management Standards Centre
2 Savoy Court
Strand
London
WC2R 0EZ

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 Early Years National Training Organisation at www.early-years-nto.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 2011**, 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 3 qualification contains five mandatory units and a total of four optional units. In order to achieve the full N/SVQ at level 3 candidates must undertake **all five mandatory units plus four optional units – at least TWO of which must come from option group 1, plus a further TWO from either group 1 or group 2.**

U-number	City & Guilds	SSB number/ref	Title of unit	Original number/ref for imported unit	Originating Standards Setting Body
Mandatory units					
M/103/3392	301	CCLD 301	Develop and promote positive relationships	Common with playwork	SkillsActive
T/103/3393	302	CCLD 302	Develop and maintain a healthy, safe and secure environment for children	Common with playwork	SkillsActive
A/103/3394	303	CCLD 303	Promote children's development		
F/103/3395	304	CCLD 304	Reflect on and develop practice	Common with playwork	SkillsActive
J/103/3396	305	CCLD 305	Protect and promote children's rights		
Optional units – group 1 (choose at least TWO)					
L/103/3397	306	CCLD 306	Plan and organise environments for children and families		
R/103/3398	307	CCLD 307	Promote the health and physical development of children		
Y/103/3399	308	CCLD 308	Promote children's well-being and resilience		
F/103/3400	309	CCLD 309	Plan and implement curriculum frameworks for early education		
J/103/3401	310	CCLD 310	Assess children's progress according to curriculum frameworks for early education		
R/103/2252	311	CCLD 311	Provide leadership for your team	Management & Leadership B5	Management Standards Centre

U-number	City & Guilds	SSB number/ref	Title of unit	Original number/ref for imported unit	Originating Standards Setting Body
L/103/3402	312	CCLD 312	Plan and implement positive environments for babies and children under 3 years		
R/103/3403	313	CCLD 313	Support early intervention for the benefit of children and families		
Optional units – group 2 (choose a MAXIMUM of two)					
H/103/3406	314	CCLD 314	Provide physical care that promotes the health and development of babies and children under 3 years		
K/103/3407	315	CCLD 315	Contribute to supporting parents with literacy, numeracy and language needs		
T/103/3409	316	CCLD 316	Maintain and develop a childminding business		
K/103/3410	317	CCLD 317	Work with families to enhance their children's learning and development		
T/103/3412	318	CCLD 318	Plan for and support self-directed play	Playwork PW9	SkillsActive
A/103/3413	319	CCLD 319	Promote healthy living for children and families		
F/103/3414	320	CCLD 320	Care for children at home		
L/103/3416	321	CCLD 321	Support children with disabilities or special educational needs and their families		
Y/103/3418	322	CCLD 322	Empower families through the development of parenting skills		

U-number	City & Guilds	SSB number/ref	Title of unit	Original number/ref for imported unit	Originating Standards Setting Body
R/103/3420	323	CCLD 323	Use Information and Communication Technology to support children's early learning		
Y/103/3421	324	CCLD 324	Support the delivery of community based services to children and families		
R/102/6161	325	CCLD 325	Support the child or young person's successful transfer and transition in learning and development contexts	Learning development and support services	Lifelong Learning UK
D/103/3422	326	CCLD 326	Safeguard children from harm		
K/103/3424	327	CCLD 327	Support children who have experienced trauma		
M/103/3425	328	CCLD 328	Administer provision within the childcare setting		
T/103/3426	329	CCLD 329	Work with a management committee		
F/103/3428	330	CCLD 330	Establish and maintain a service for children and families		
J/103/3429	331	CCLD 331	Support children and families through home visiting		
A/103/3430	332	CCLD 332	Involve families in the childcare setting		
A/103/1595	333	CCLD 333	Recruit, select and keep colleagues	Management & Leadership D3	Management Standards Centre

U-number	City & Guilds	SSB number/ref	Title of unit	Original number/ref for imported unit	Originating Standards Setting Body
F/103/3431	334	CCLD 334	Deliver services to children and families whose preferred language is not English or Welsh		
R/103/1585	335	CCLD 335	Allocate and check work in your team	Management & Leadership D5 (tailored)	Management Standards Centre
L/102/8734	336	CCLD 336	Contribute to childcare practice in group living	Health and Social Care HSC323	Skills for care and development
J/103/3432	337	CCLD 337	Create environments that promote positive behaviour		
L/103/3433	338	CCLD 338	Develop productive working relationships with colleagues	Management & Leadership D1	Management Standards Centre
R/103/3434	339	CCLD 339	Co-ordinate special educational needs in early education settings		
Y/103/3435	340	CCLD 340	Establish, develop and promote quality systems and procedures for the delivery of childcare services		
D/103/3436	341	CCLD 341	Advise and mentor those implementing quality systems and procedures for the delivery of childcare services		
H/103/3437	342	CCLD 342	Meet regulatory requirements in the childcare setting		
R/101/2941	343	CCLD 343	Support learners by mentoring in the workplace	ENTO L14	Employment National Training Organisation

U-number	City & Guilds	SSB number/ref	Title of unit	Original number/ref for imported unit	Originating Standards Setting Body
R/101/2938	344	CCLD 344	Enable individual learning through coaching	ENTO L12	Employment National Training Organisation
Y/101/3332	345	CCLD 345	Help pupils to develop their literacy skills	Teaching/ Classroom assistants 3–18	Training & Development Agency
D/101/3333	346	CCLD 346	Help pupils to develop their numeracy skills	Teaching/ Classroom assistants 3–19	Training & Development Agency

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 31.

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 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, 3171-03, 3174-03 Children's Care, Learning & Development, replaces the 3151-31, 3154-31 Level 3 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 provided by the SSB 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 336 Contribute to childcare practice in group living is the same as unit HSC323 in the Health & Social Care N/SVQ.

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 for the extended age range

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 302 Develop and maintain a healthy, safe and secure environment (element 302.3 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.

Note: Simulation must not be used for any aspect of assessment of the Teaching Assistant/Classroom Assistant units CCLD 345 and CCLD 346.

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 units from SkillsActive and Training and Development Agency

The following are the specific requirements of relevant sector bodies for imported units.

SkillsActive Playwork units

The unit affected in this qualification is:

CCLD 318 Plan for and support self directed play

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

Training and Development Agency Teaching Assistant /Classroom Assistant units (TA/CA)

The units affected in this qualification are:

CCLD 345 Help pupils to develop their literacy skills

CCLD 346 Help pupils to develop their numeracy skills

The additional requirements for assessment of the above units are as follows.

Assessors should normally hold, or have held, a post within the five years prior to their first conducting an assessment, which involves one of the following:

- performing the roles covered by the standards they are assessing, as an experienced practitioner and over at least a three year period; **or**

- being directly responsible for directing and supervising the work of teaching/classroom assistants in a classroom situation over at least a three year period; **or**
- providing formal guidance and instruction to professional teachers and/or teaching/classroom assistants, on the effective performance of the functions covered by the standards which they are assessing, over at least a three year period.

In order for units CCLD 345 & 346 gained within the CCLD qualification to be fully transferable into the TA/CA qualification the following must apply. Assessment of candidate performance in the workplace for both imported units must be undertaken in such a way that the evidence collected for each candidate covers their work with at least two different pupils or groups of pupils.

The use of expert witness testimony is **not** permitted for these units.

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 of 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 16). 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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Form N/SVQ11

Unit assessment and verification declaration



N/SVQ title: Level 3 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 3 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 301	Develop and promote positive relationships						
CCLD 302	Develop and maintain a healthy, safe and secure environment for children						
CCLD 303	Promote children's development						
CCLD 304	Reflect on and develop practice						
CCLD 305	Protect and promote children's rights						

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 *Bethan Williams*

Assessor name *John Edwards*

Unit number/s and title/s *CCLD 301 – Develop and promote 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 As this will be the first N/SVQ unit that Bethan 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. Bethan will gain consent for the planned observations from parents/carers. After going through the performance criteria and knowledge requirements to identify evidence gathering opportunities, we agreed that Bethan will:</p> <ul style="list-style-type: none"> ask Mrs Giovanni – one of the parents for a witness testimony about Bethan settling in two new children (this happened in September 2005) bring in her assignment on communication completed for her City & Guilds Progression award 6973 level 3. I will check it for currency and match to the knowledge specifications. I made it clear that I will still need to see that Bethan can apply this learning to her current practice gain consent for me to observe Bethan on 8.11.05 interacting and communicating with the children and parents during a usual day. This should also generate evidence for other units as the observation will last for about 2 hours and many activities should be seen. <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 Bethan undertaken after checking consent had been gained. Bethan was confident, reassuring and displayed excellent interpersonal skills. Gave positive feedback to her about which PCs she had evidenced. Bethan will record the observation onto a Performance Evidence Record (PER) and we discussed how to write this so it is recorded both what she had done and why. This should contribute towards providing some clearly recorded knowledge evidence. Asked questions which I recorded, with the responses. Met Mrs Giovanni – parent – who gave very positive testimony about Bethan settling in her children. She is willing for this to be used to contribute to Bethan’s evidence.</p>	JE SW	<p>Ref 3</p> <p>Ref 5</p> <p>Ref 1</p>

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
16.11.05	Unfortunately meeting postponed due to ill health rearranged for 14.12.05	JE SW	
14.12.05	<p>Review</p> <p>Read and accepted the evidence claims on the WT provided and signed by Mrs. Giovanni and recorded by Bethan.</p> <p>Read and identified what k&u the communication assignment will provide.</p> <p>Read and accepted the accuracy of Bethan's record of my observation.</p> <p>Entered evidence onto the Evidence Location Sheets (ELS) so that we can track progress and identify gaps to ensure precise re-planning. Demonstrated how ELS work so Bethan could start to understand holistic assessment a little better.</p> <p>Plan 2</p> <p>We still need further evidence to show the consistency of Bethan's practice and to cover some outstanding PCs. Agreed that I will observe Bethan again on 06.01.06. – Bethan to check this is OK with the parents. Bethan will also show me the records she completes on behaviour management and communication with parents. These must not be placed in the portfolio as they are confidential and therefore the claims to competence will be entered directly onto the ELS. I will question Bethan about the legal and organisational policies and procedures that affect what she does after the observation.</p> <p>Next review date: 12.01.06</p>	JE SW	<p>Ref 1</p> <p>Ref 2</p> <p>Ref 3</p> <p>Ref 4</p> <p>Ref 6</p> <p>Ref 7</p>
06.01.06	<p>Observation & Questioning</p> <p>Bethan and I checked it was still OK for me to observe. Bethan performed really well; she was patient and considerate with a child who can present challenging behaviour on occasions. This will provide some evidence for other units which I will match to the requirements after this unit is complete.</p> <p>Checked confidential product evidence – child's records – all completed appropriately – legible and correct avoiding value judgements. Bethan to write up record of my observation on PER for the next review. Questions asked about what policy and procedure and legislation applied to this situation – answered fully. I will record on Question Sheet ready for next review.</p>	JE SW	<p>Ref 4</p> <p>Ref 6</p> <p>Ref 7</p>

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
12.01.06	<p>Review</p> <p>Read and accepted the PER as a faithful record of the observation I did on 06.01.06. Bethan had missed a couple of evidence opportunities so I added them in at the bottom of the page. All evidence entered onto ELS. Checked that all PCs, ku 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>	JE SW	Ref 4

The above is an accurate record of the discussion

Candidate signature Bethan Williams

Date 12.01.06

Assessor signature John Edwards

Date 12.01.06

(photocopy as required)

Form N/SVQ7

Performance evidence record



N/SVQ/unit CCLD 301 – Develop and promote positive relationships

Candidate name Bethan Williams

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 301

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	
303	3	3	<p>Today I was observed by my assessor John Edwards working at home with two of children aged between 2 and 3 years old. I have recorded this to explain what I was doing and why. I usually have 4 children on any one day and a helper to support me as I also run an after school club. Today there were only 2 children due to illness.</p> <p>I have a curriculum activity plan and food and drink menus for each day for activities and food and drink. I discussed this with the parents for each child as each child has different needs. I do this carefully to make sure that all the equipment, materials and food are appropriate to each child's stage of development and comply with health and safety and parental wishes. I have a contract with every parent about the services I provide (See contracts) and what is expected of them. I do have occasional problems with parents who are early or late to pick up their children. I have a good relationship with all my parents which starts from the moment we meet. I have a professional but informal approach with them as they want my services to be warm and friendly and feel that their children are being looked after properly. I know from reading about attachment theory (Bowlby, Hennessy) that care provision must be stable, of high quality and consistent to promote emotional health and good overall development. It is very important to establish bonds with both the children and the parents as both may have separation anxieties.</p>	NA		
312	4	1				
312	4	9				3C186
312	4	8				3C154
					3D161	

Unit ref	Element ref	PC ref	Performance evidence	Scope/range ref	Knowl/u/stand ref	
308	3	8	On this day John was able to see me welcoming all of the children – I have a staggered arrival time so that I can greet each child and parent and discuss any important issues. I have a separate play room which has a window internally to the kitchen so I can see what's going on at all times.	N.A.	3D161 3D166	
301	1	1	As G (aged 2 and a half) and her mum arrived I greeted them both. I used open gestures and made sure that I used good eye contact 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. I always try to be at the child's level and I usually get a big hug to say hello from G – it is important to her that I respond to this but I don't do this with all children. I obviously don't do this with parents and interaction is much more formal using more complex sentences and language which children would not necessarily understand. I asked G if she would like a drink and what would she like – giving her choices – this is really important as it helps with their self esteem and confidence. Mrs F wanted a quiet word to explain a personal problem that may well affect G's behaviour today. We talked quietly away from the children who had dived into the toy box in the play room. This was not a serious problem although I have had a situation this last year where I had to report my concerns to Social Services. I know that the safety and protection of the child has to come first. I asked questions and paraphrased back to check my understanding of what had been said. As F (aged 2 years 11 months) and his father arrived I greeted them in a similar way although F does not give me a hug on arrival. He wanted to go straight to the playroom with G. Mr T was in a hurry as he was late for work and he rushed off. F was so distracted that he did not realise he had gone. When he did notice he said a swear word which I had to respond to by explaining it was not a word to use and asked him to think of others words he could use to show how he felt. I did acknowledge that he was upset but reassured him that his father was in a hurry because of going to work and we would see him later. This was useful to help F consider his father's feelings. To help channel his emotions we talked about what he might want to play with he decided to get out some play dough so that he could make some animals. G also wanted to join in with this but needed help to make shapes.			
301	1	2				3D164
312	3	1				
301	4	1				
301	1	3				3D164
301	4	4				
301	1	7				
301	1	2				3C183
301	4	2				3D311
312	3	6				
301	3	4				
312	2	11				
301	3	3				3D312
308	4	4, 7				
301	2	1				
301	2	2				
308	1	1, 2				
308	2	1				
308	3	7			3C317	

Unit ref	Element ref	PC ref	Performance evidence	Scope/ range ref	Knowl/ u/stand ref
301	1	4	<p>This activity can help with dealing with feelings as it requires a push and pull of the dough. F was soon engrossed and he chatted throughout. I encouraged the children to take turns with the play dough machine that made shapes and to share the different colours. This is good for developing their social development and what is acceptable behaviour when interacting with others. This was really parallel play although F is starting to develop his associative play.</p> <p>I made sure that my communication and behaviour was appropriate throughout as I see myself as a positive role model – children will copy adult behaviour even if it is wrong. I made sure that I gave them the attention they needed without excluding the others. I encouraged them by asking questions and listening to what they had to say, I made a few suggestions to give them some ideas on what to do. I gave them lots of praise on how well they were playing together. I made a note of how the children had done in the notebook I keep for each child.</p> <p>I make sure that the children know what I have written and I give lots of praise for good behaviour. I share this with the parents when they come to pick up at teatime.</p>	N.A.	3D177
312	2	10			
301	1	6			
308	1	3			
312	3	3			
301	1	5			
312	2	8			
308	4	1			
301	2	4			
308	4	3			
308	2	3			
303	3	2			

I confirm that the evidence listed is true.

Assessor/Expert/Witness* signature John Edwards Date 14.12.05

*delete as appropriate

Candidate signature Bethan Williams Date 14.12.05

Assessor signature John Edwards Date 14.12.05

Internal Verifier signature and date (if sampled)

(photocopy as required)

Ref. 5

N/SVQ/unit CCLD 301 – Develop and promote positive relationships

Candidate name Bethan Williams

Links to: unit/element/ pc/scope/range/ knowledge	Assessor's questioning record	
	Questions	Answers
301 KC155	<p>During the observation I heard you speak in both Welsh and English. Can you tell me why you used both languages?</p> <p>How would you be sensitive to the language preferences of parents and children whose first language was neither English nor Welsh?</p>	<p>The children's parents speak Welsh and English and like me to encourage them to use both languages. Here in Wales the Welsh Language Act promotes the use of Welsh especially in children's learning. As I am bilingual I ask parents what their preferences are as I can accommodate them easily.</p> <p>I would want them to feel I valued their language so I would try to learn some words which would make them feel welcome. With the parent's agreement I would encourage the children to use English or Welsh. I could learn their words for such things as food, animals and slowly introduce the parallel English or Welsh word. My children would learn from this as well.</p> <p>I recognise that there are times when people find it difficult to communicate in another language, like when they are upset or have a problem, so in these situations I might need to get help from a translation service.</p>

The above is an accurate record of the questioning.

Assessor signature *John Edwards*

Date 08.11.05

Internal Verifier signature and date (if sampled)

(photocopy as required)

Form N/SVQ10

Evidence location and summary sheet



Candidate name

Bethan Williams

Unit/element number/title

CCLD 301.1 Develop relationships with 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	11	12	13				
Witness testimony	P	1	✓	✓	✓	✓	✓												C154, M158, M156
Assignment	P	2																	D178, D179
Observation	P	3	✓	✓	✓	✓		✓											D161, D166, D164, D177, C186, C154, C183, D181
Questions	P	5							✓										C168, C155
Product (Confidential)	O	6																	D177, C185, C183

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.

Unit CCLD 301

Develop and promote positive relationships

What is this unit about?

This unit is about developing and promoting positive relationships with children, communicating with children and adults and fostering positive relationships between children and with other adults. The unit is appropriate for all (children's care, learning and development, childcare and playwork) settings and services where children and young people are present.

Who is this unit for?

The unit is for you if you work directly with children on a day-to-day basis and have a responsibility for ensuring good relationships in the setting or service.

Principles and values

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

Content of unit

These elements are:

- 301.1 Develop relationships with children
- 301.2 Communicate with children
- 301.3 Support children in developing relationships
- 301.4 Communicate with adults

Place in the N/SVQ framework

This is a mandatory unit in the level 3 N/SVQ in Children's Care, Learning and Development. It also occurs as a mandatory unit in the level 3 Playwork N/SVQ PW8.

Links to Key and Core Skills

This unit may provide some evidence for the following:

Key Skills

Communication: 3.1a
Working with Others: 2.3
Problem Solving: 3.1, 3.2, 3.3

Core Skills

Communication: Intermediate 2
Working with Others: Intermediate 1
Problem Solving: Intermediate 2

Unit CCLD 301

Develop and promote positive relationships

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

Adults

Includes family members, colleagues, other professionals.

Anti-discriminatory practice

Taking positive action to counter discrimination. This will involve identifying and challenging discrimination and being positive in your practice about differences and similarities between people.

Appropriate behaviour

Behaviour that demonstrates the child is respected and valued: behaviour that is not abusive or derogatory to the child, either physically, emotionally or sexually.

Children

The children with whom you are working, except where otherwise stated.

Confidential information

Information that should only be shared with people who have a right to have it, eg your lead practitioner, supervisor or manager or an external agency.

Ethnicities

Refers to a person's identification with a group that shares some or all of the same culture, lifestyle, language, skin colour, religious beliefs and practices, nationality, geographical region and history. Everyone has an ethnicity.

Individuality

Someone being different from others, eg because of their appearance, attitudes, behaviour etc.

Inclusive

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

Positive relationships

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

Provision

Includes setting or service, this can be a physical setting or a peripatetic service based in the community, or other service.

Setting or service

Anywhere children's care, learning and development takes place and where children are normally present under adult supervision.

Unit CCLD 301

Develop and promote positive relationships

Element CCLD 301.1

Develop relationships with children

Performance criteria

This is the national standard which you must meet:

- 1 Interact with children in a way that helps them feel welcome and valued
- 2 Adapt your behaviour to the age, needs and abilities of individual children
- 3 Negotiate with children about their needs and preferences and involve them in decision-making as appropriate to their stage of development
- 4 Apply inclusive and anti-discriminatory practice in your relationships with children
- 5 Make sure your behaviour with children is appropriate at all times
- 6 Give attention to individual children in a way that is fair to them and the group as a whole
- 7 Respect confidential information about children, as long as this does not affect their welfare

Unit CCLD 301

Develop and promote positive relationships

Element CCLD 301.2

Communicate with children

Performance criteria

This is the national standard which you must meet:

- 1 Communicate with children in a way that is appropriate to their age, needs and abilities
- 2 Listen to children and respond to them in a way that shows that you value what they say and feel
- 3 Ask questions, clarify and confirm points
- 4 Encourage children to ask questions, offer ideas and make suggestions
- 5 Recognise when there are communication difficulties and adapt the way you communicate accordingly

Unit CCLD 301

Develop and promote positive relationships

Element CCLD 301.3

Support children in developing relationships

Performance criteria

This is the national standard which you must meet:

- 1 Support children in developing agreements about ways of behaving, according to the requirements of the setting or service
- 2 Support children in understanding other people's feelings
- 3 Support children who have been upset by others
- 4 Encourage and support children to sort out conflict for themselves, according to their age, needs and abilities
- 5 Encourage and support other adults in the setting to have positive relationships with children

Unit CCLD 301

Develop and promote positive relationships

Element CCLD 301.4

Communicate with adults

Performance criteria

This is the national standard which you must meet:

- 1 Communicate with other adults politely and courteously and in a way that is appropriate to them
- 2 Show respect for other adults' individuality, needs and preferences
- 3 Respond to other adults' requests for information accurately within agreed boundaries of confidentiality
- 4 Actively listen to other adults, asking questions and clarifying and confirming key points
- 5 Recognise when there are communication difficulties and adapt the way you communicate accordingly
- 6 Handle any disagreements with other adults in a way that will maintain a positive relationship

Unit CCLD 301

Develop and promote positive relationships

What you must know and understand

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

- K3C154 The importance of good working relationships in the setting
- K3C155 Relevant legal requirements covering the way you relate to and interact with children
- K3M156 Relevant legal requirements and procedures covering confidentiality and the disclosure of information
- K3D157 Relevant legal requirements covering the needs of disabled children and those with special educational needs
- K3M158 The types of information that should be treated confidentially: who you can and cannot share this information with
- K3P159 The meaning of anti-discriminatory practice and how to integrate this into your relationships with children and other adults
- K3C160 How you adapt your behaviour and communication with children to meet the needs of children in your care of different ages, genders, ethnicities, needs and abilities
- K3D161 Strategies you can adopt to help children to feel welcome and valued in the setting
- K3D162 What is meant by 'appropriate' and 'inappropriate' behaviour when interacting with children, the policies and procedures to follow and why these are important
- K3D163 The importance of encouraging children to make choices for themselves and strategies to support this
- K3D164 The importance of involving children in decision-making and strategies you can use to do this
- K3C165 How to negotiate with children according to their age and stage of development
- K3D166 Strategies you can use to show children that you respect their individuality
- K3D167 How to balance the needs of individual children with those of the group as a whole
- K3C168 The importance of clear communication with children and specific issues that may arise in bilingual and multilingual settings
- K3C169 Why it is important for children to ask questions, offer ideas and suggestions and how you can help them do this
- K3C170 Why it is important to listen to children
- K3C171 How to respond to children in a way that shows you value what they have to say and the types of behaviour that could show that you do not value their ideas and feelings
- K3C172 The importance of being sensitive to communication difficulties with children and how to adapt the way you communicate to different situations
- K3C173 How you can help children to understand the value and importance of positive relationships with others
- K3D174 The importance of children valuing and respecting other people's individuality and how you can encourage and support this

Unit CCLD 301

Develop and promote positive relationships

- K3D175 Why it is important for children to understand and respect other people's feelings and how you can encourage and support this
- K3D176 Why it is important to be consistent and fair in dealing with positive and negative behaviour
- K3D177 Strategies you can use to encourage and reinforce positive behaviour
- K3D178 Strategies you can use to challenge and deal with different types of behaviour which are consistent with your organisation's policies
- K3D179 Why it is important for children to be able to deal with conflict themselves and what support they may need from you, according to their age, needs and abilities
- K3C180 Why it is important to encourage and support positive relationships between children and other adults in the setting and strategies you can use to do this
- K3C181 Why positive relationships with other adults are important
- K3P182 Why it is important to show respect for other adults' individuality and how to do so
- K3C183 The importance of clear communication with other adults and how this can be achieved
- K3C184 The importance of being sensitive to communication difficulties with other adults and strategies you can use to overcome these
- K3C185 How and when it may be necessary to adapt the way you communicate to meet the needs of other adults
- K3C186 Typical situations that may cause conflict with other adults and how to deal with these effectively

Unit CCLD 301

Develop and promote positive relationships

Unit evidence requirements

Unit number: CCLD 301

Unit title: Develop and promote 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:

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 301.1 performance criteria 7

CCLD 301.2 performance criteria 5

CCLD 301.4 performance criteria 5, 6

Unit CCLD 301

Develop and promote positive relationships

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 or where observation was not required your assessor will identify other sources of performance and knowledge evidence.

- **Work products:** These are non-confidential records made, or contributed to, by you, eg policies supporting positive relationships in the setting.
- **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, records of achievement.
- **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 relevant legal requirements about disclosure of information, what is meant by appropriate communication, legal and ethical factors underpinning anti discriminatory/inclusive 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 Progression Award Level 3 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 conflict situations with adults and/or 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 302

Develop and maintain a healthy, safe and secure environment for children

What is this unit about?

This unit is about the provision of an environment for children that promotes their health, safety and protection. The unit is appropriate for all (children's care, learning and development, childcare and playwork) settings and services where children and young people are present.

Who is this unit for?

This unit is suitable if you have supervisory responsibilities or work unsupervised in a setting or service whose main aim 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:

- 302.1 Establish a healthy, safe and secure environment for children
- 302.2 Maintain a healthy, safe and secure environment for children
- 302.3 Supervise procedures for accidents, injuries, illnesses and other emergencies

Place in the N/SVQ framework

This is a mandatory unit in the level 3 N/SVQ in Children's Care, Learning and Development. It also occurs as a mandatory unit in the level 3 Playwork N/SVQ PW7.

Links to Key and Core Skills

This unit will provide some evidence for the following:

Key Skills

Communication: 3.1 a, 3.2, 3.3
Working with Others: 3.1, 3.2, 3.3
Problem Solving: 3.1, 3.2, 3.3
Application of Number: 2.1, 2.2, 2.3

Core Skills

Communication: Intermediate 2
Working with Others: Intermediate 2
Problem Solving: Intermediate 2
Numeracy: Intermediate 1

Unit CCLD 302

Develop and maintain a healthy, safe and secure environment for children

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

Children

Children with whom you are working, except where otherwise stated.

Correct procedures

Those required by law, inspection agencies and the organisation.

Environment

All aspects of the indoor and outdoor environment for which the candidate is responsible.

Hazard

Something likely to cause harm.

Other emergencies

For example, fires or other threats to the safety of children and colleagues in the environment, missing children.

Risk

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

Unit CCLD 302

Develop and maintain a healthy, safe and secure environment for children

Element CCLD 302.1

Establish a healthy, safe and secure environment for children

Performance criteria

This is the national standard which you must meet:

- 1 Have up-to-date and accurate information about the health, safety and security requirements for your setting
- 2 Check all areas of your setting and identify and record hazards
- 3 Identify and remove those hazards that can be eliminated
- 4 Assess the levels of risk for all other hazards and establish procedures for managing these risks to an acceptable level
- 5 Make sure that all children and adults using the setting have information about the health, safety and security procedures relevant to them
- 6 Review and revise your health, safety and security procedures in line with changing circumstances and requirements, and to make improvements

Unit CCLD 302

Develop and maintain a healthy, safe and secure environment for children

Element CCLD 302.2

Maintain a healthy, safe and secure environment for children

Performance criteria

This is the national standard which you must meet:

- 1 Assess the health, safety and security of the setting before starting, during and at the end of work activities
- 2 Follow health, safety and security procedures yourself
- 3 Make sure children and adults in the setting are following health, safety and security procedures, providing them with help and support when necessary
- 4 Maintain supervision of children appropriate to the levels of risk and the child's age, needs and abilities
- 5 Encourage children to help manage risk for themselves
- 6 Encourage children's awareness of their own and others' safety and their personal responsibility
- 7 Contribute to safety on outings, according to your role and responsibility

Unit CCLD 302

Develop and maintain a healthy, safe and secure environment for children

Element CCLD 302.3

Supervise procedures for accidents, injuries, illnesses and other emergencies

Performance criteria

This is the national standard which you must meet:

- 1 Make sure that accidents, injuries, signs of illness and other emergencies are promptly identified
- 2 Follow the correct procedures to deal with accidents, injuries, signs of illness and other emergencies calmly and safely
- 3 Make sure that yourself and others are not put at unnecessary risk
- 4 Provide comfort and reassurance to those involved
- 5 Make sure that first aid and medication are provided, according to the correct procedures
- 6 Follow the correct procedures for recording and reporting accidents, injuries, signs of illness and other emergencies

Unit CCLD 302

Develop and maintain a healthy, safe and secure environment for children

What you must know and understand

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

- K3P189 Regulations covering manual handling and the risks associated with lifting and carrying children
- K3H190 The basic stages of child development and the implications these have for health, safety and security arrangements
- K3H191 Safety checking of the children's indoor and outdoor environment before and during work activities, to include:
 - a Facilities and equipment
 - b Toilet and washing areas
 - c Movement and activity of children
- K3H192 Security arrangements to include:
 - a Children's arrival at the setting
 - b Children's departure from the setting
 - c Outings
- K3H193 Regulations and procedures for the storage and administration of medicines
- K3H194 Principles and models of risk assessment that are applied in your setting to cover the environment for children and colleagues, both indoors, outdoors and on outings
- K3D195 Why it is importance to allow children to assess and manage risk according to their stage of development and how this can be done
- K3H196 How to record accidents and incidents
- K3H197 The appropriate contents of a first aid kit
- K3S198 The correct responses to situations involving accidents and injuries, taking into account the age of the children and the procedures of the setting¹

¹ This listing is advisory and does not form part of the standard. It is not equivalent to or a replacement for a recognised or accredited first aid certificate.

The types of circumstances for which correct responses might be required are:

- a Resuscitation – why, how and in what circumstances
- b Anaphylactic shock
- c Electric shock
- d Bleeding
- e Burns and scalds
- f Suspected fractures
- g Head, neck and back injuries
- h Poisoning
- i Bites and stings
- j Effects of extreme heat and cold
- k Emergency needs of children with chronic medical conditions including:
 - epilepsy, asthma, sickle cell, and diabetes
- l Recognising and responding appropriately to meningitis and other serious sudden illness
- m Unconsciousness
- n Foreign bodies in eyes, ears and noses of babies and children
- o Choking
- p Febrile convulsions

Unit CCLD 302

Develop and maintain a healthy, safe and secure environment for children

- K3H199 Signs and symptoms of common childhood illness and allergies and appropriate responses according to established procedures
- K3H200 Good hygiene practice including:
 - a Principles of cross infection
 - b Appropriate systems to dispose of different types of waste, food handling
 - c Handling body fluids
 - d Issues concerning spread of HIV and AIDS virus and hepatitis
- K3H201 Emergency procedures in your setting, covering fire, missing children, evacuation
- K3H246 Statutory and regulatory arrangements covering health and safety for the children, colleagues, families and visitors in your setting or service

Unit CCLD 302

Develop and maintain a healthy, safe and secure environment for children

Unit evidence requirements

Unit number: CCLD 302

Unit title: Develop and maintain a healthy, safe and secure environment for children

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 302.3 of this unit.

The nature of this unit means that **most** of your evidence must come from real work activities. Simulation **is permitted** for element 302.3 of this unit eg responses to emergency situations such as fire or a missing child. 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 302.2 performance criteria 3

Unit CCLD 302

Develop and maintain a healthy, safe and secure environment for children

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 safety policies, procedures for the administration of medicines.
- **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 safety records, information from parents about their child's health needs.
- **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 health and safety laws and how these are translated into policies and procedures within your setting, inspection and registration requirements, procedures for accidents, injuries, illnesses and other emergencies and how you have implemented these, previous childcare qualifications, inclusion/anti-discriminatory 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 first aid training, risk assessment training.
- **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 reflecting on how you supervise children and helping children to manage their own risk.
- **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 303

Promote children's development

What is this unit about?

This unit includes the observation and assessment of children and young people's development and planning to promote development. 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, recording observational findings, assessing development and planning to promote development.

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 have supervisory responsibilities or if you work unsupervised.

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:

- 303.1 Observe development
- 303.2 Assess development and reflect upon implications for practice
- 303.3 Plan provision to promote development
- 303.4 Implement and evaluate plans to promote development

Place in the N/SVQ framework

This is a mandatory unit in the level 3 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: 2.1a, 3.1a, 3.3
Improving Own Learning and Performance: 3.1, 3.2, 3.3
Working with Others: 3.1, 3.2, 3.3
Problem Solving: 3.1, 3.2, 3.3
Application of Number: 2.1, 2.2, 2.3,
Information and Communication
Technology: 2.1, 2.2, 2.3

Core Skills

Communication: Intermediate 2
Working with Others: Intermediate 2
Problem Solving: Intermediate 2
Application of Number: Intermediate 1
Information and Communication
Technology: Intermediate 1

Unit CCLD 303

Promote children's development

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

Children

Children with whom you work, except where otherwise stated.

Communication

Verbal and non-verbal, speaking, listening, reading, writing.

Creative play/creativity

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.

Emotional responses

Children's expressions of feelings.

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.

Formative assessment

Initial and on-going 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.

Pattern of development

The sequence of development, what development you would expect to see and the rate of development.

Rate of development

Timeframe in which development takes place.

Unit CCLD 303

Promote children's development

Sequence of development

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.

Unit CCLD 303

Promote children's development

Element CCLD 303.1

Observe development

Performance criteria

This is the national standard which you must meet:

- 1 Identify the reasons for observing and assessing development
- 2 Select appropriate techniques of observation and types of recording format
- 3 Obtain necessary permissions to observe children from the appropriate adults
- 4 Discuss the observation with the children to be observed and respond appropriately to their views, according to their age, needs and abilities
- 5 Minimise distractions and observe children without intruding or causing unnecessary stress
- 6 Use appropriate techniques to observe children, covering all required aspects of their development and their behaviour
- 7 Maintain confidentiality, according to setting procedures.
- 8 Implement data protection procedures

Unit CCLD 303

Promote children's development

Element CCLD 303.2

Assess development and reflect upon implications for practice

Performance criteria

This is the national standard which you must meet:

- 1 Undertake formative and summative assessments
- 2 Make sure that your assessments are based on observational findings and other reliable information
- 3 Use information from colleagues, families, children and other appropriate adults to inform your assessments
- 4 Record your assessments, maintaining confidentiality as appropriate to the procedures of the setting
- 5 Share your findings with children and family members, as appropriate
- 6 Refer concerns about children to relevant external agencies when required
- 7 Reflect upon your assessments of children's development and identify implications for practice

Unit CCLD 303

Promote children's development

Element CCLD 303.3

Plan provision to promote development

Performance criteria

This is the national standard which you must meet:

- 1 Plan provision for individual children, based on your assessment of their developmental progress and your reflection on practice
- 2 Regularly review and update plans for individual children
- 3 Ensure plans balance the needs of individual children and the group in settings where this is appropriate

Unit CCLD 303

Promote children's development

Element CCLD 303.4

Implement and evaluate plans to promote development

Performance criteria

This is the national standard which you must meet:

- 1 Implement plans flexibly and evaluate their effectiveness in promoting development
- 2 Evaluate the implementation of plans
- 3 Evaluate the outcomes of planning for individuals and groups, in settings where this is appropriate
- 4 Regularly review practice in terms of positive developmental outcomes for children

Unit CCLD 303

Promote children's development

What you must know and understand

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

- K3M202 The need for confidentiality and care when dealing with sensitive information about children and families. Security and data protection arrangements for storing and retrieving information in your setting
- K3D203 The importance of involving children and families as partners in observation and assessment and testing out findings with colleagues, families and other agencies
- K3D204 Safeguards that need to be in place when assessing children and the need for objectivity
- K3D205 The importance of having high expectations of children, based on realistic expectations of what they can achieve
- K3D206 Techniques of observation that are appropriate for different purposes
- K3D207 Your setting's processes and procedures for observing, assessing and recording: when and how these link to external requirements or 'baselines' or curriculum frameworks followed in your home country
- K3D208 The difference between formative and summative assessment, the use of profiling and different forms of assessment used in your setting
- K3D209 The influences¹ on how children develop and what these might mean in the context of the children you are working with
- K3D210 How current theories of play can inform practice
- K3M211 Appropriate agencies for referral of children when you have concerns about development
- K3D212 The importance of recognising that children's development is holistic, even though for convenience it is divided into different interconnected areas, and how this affects practice
- K3D213 There are competing theories of how children develop and how current theoretical views influence practice
- K3D214 That children develop at widely different rates, but in broadly the same sequence²

1 Examples might be:

- Health status: physical and mental health
- Genetic inheritance
- Gender
- Social, cultural, environmental, financial and family background and circumstances
- Disability and sensory impairments
- Play opportunities and environment
- Discrimination

2 General sequence is:

- Moving from simple to complex actions
- From head to toe (development progresses downwards)
- From inner to outer (actions near the body to more complex ones further from the body)
eg co-ordinating their arms: using gross motor skills before developing fine motor skills to use their fingers
- From general responses to those that are more specific eg a baby showing pleasure using its whole body, to an older child using appropriate words and gestures

Unit CCLD 303

Promote children's development

- K3D215 Recognition that development depends on the child's level of maturation and their prior experiences and that adult expectations should be realistic and take this into account
- K3D216 How a detailed knowledge of children and young people's development helps you recognise when they might need additional support, when and where you will need to refer your concerns to parents or other agencies or professionals
- K3D217 Detailed knowledge and understanding about children and young people's expected patterns of development. The pattern of development includes the expected order or sequence in which development takes place, the development you would expect to see and the usual rate of development. You must know and understand:
 - a Physical development
 - b Communication, intellectual development and learning
 - 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 303

Promote children's development

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

- K3D218 How to promote children's development from birth to 3 years, how and why you:
- 1 Provide a safe, secure and encouraging environment in partnership with families
 - 2 Adapt your practice and support all the children in your care, including those with disabilities and special educational needs
 - 3 Adapt the environment and activities so that all children can take part equally and, where necessary, provide alternative activities
 - 4 Provide a framework to support inclusion and anti-discriminatory practice to meet individual needs
 - 5 Develop close, intimate and consistent relationships with the child, including appropriate physical contact and the importance of this for children's mental health
 - 6 Support emotional well-being and intelligence
 - 7 Encourage independence, moving from a base of secure close relationships
 - 8 Provide an environment that is baby and child friendly and encourages play, exploration and problem solving
 - 9 Encourage babies and young children to make choices, express individual preferences and become aware of others
 - 10 Be realistic, positive, consistent and supportive in your responses to children's behaviour
 - 11 Sensitively support toilet training
 - 12 Encourage sensory learning through the provision of appropriate sensory experiences
 - 13 Encourage babies to learn and develop from birth through practising skills and repeating activities
 - 14 Encourage creativity from the earliest age
 - 15 Play with and alongside babies and children to encourage and support, encouraging their creativity from the earliest age
 - 16 Use everyday routines and culturally and developmentally appropriate activities, materials and first-hand experiences to support learning and intellectual development
 - 17 Identify and support children's early literacy and numeracy eg counting, mark making, interest in environmental print, using mathematical language
 - 18 Restrict exposure to TV and video and provide a balance of quiet and noisier periods
 - 19 Support children's communication as they move from listening/watching through to talking, reading and writing
 - 20 Use a range of verbal and non-verbal communication strategies such as talking, listening, making eye contact, persona dolls, singing, rhymes, and stories

Unit CCLD 303

Promote children's development

- 21 Adapt strategies for children where English or Welsh is not the home language or where there are communication difficulties
- 22 Support children's early communication in bilingual or multilingual settings
- 23 Meet physical needs including nutrition and healthy eating
- 24 Encourage development of gross and fine motor skills, through the provision of appropriate activities and equipment
- 25 Provide a safe environment that encourages children to develop physical skills and confidence in movement

Unit CCLD 303

Promote children's development

- K3D219 How to promote children's development from 3–7 years, how and why you:
- 1 Provide a safe, secure and encouraging environment in partnership with families
 - 2 Adapt your practice and support all the children in your care, including those with disabilities and special educational needs
 - 3 Adapt the environment and activities so that all children can take part equally and, where necessary, provide alternative activities
 - 4 Provide a framework to support inclusion and anti-discriminatory practice, meeting individual and group needs
 - 5 Develop positive and consistent relationships
 - 6 Support emotional well-being and intelligence
 - 7 Encourage independence and self-care, but provide close, consistent and reliable relationships, enabling the growth of self-esteem and resilience
 - 8 Be realistic, consistent and supportive in your responses to children's behaviour
 - 9 Provide opportunities for children to assess and take risks and face challenges
 - 10 Provide an environment that is child friendly and encourages play, exploration and problem solving
 - 11 Use culturally and developmentally appropriate activities, materials and first-hand experiences to support learning and development
 - 12 Support literacy, eg mark making, writing, recognition of environmental print, use of books and stories, according to the child's age, needs and abilities
 - 13 Use a range of verbal and non-verbal communication strategies, such as talking, listening, making eye contact, persona dolls, singing, rhymes, and stories, circle time
 - 14 Adapt strategies for children with communication difficulties or where English or Welsh is not the home language
 - 15 Support children's communication in bilingual or multilingual settings
 - 16 Support mathematical development through use of maths language, counting, sorting, matching, using maths in the environment, according to the child's age, needs and abilities
 - 17 Support play, creativity and learning activities
 - 18 Meet physical needs, including nutrition and healthy eating
 - 19 Encourage development of gross and fine motor skills through the provision of appropriate activities and equipment
 - 20 Provide a safe environment that encourages children to develop physical skills and confidence in movement

Unit CCLD 303

Promote children's development

- K3D220 How to promote children's development from 7–12 years, how and why you:
- 1 Provide a safe, secure and encouraging environment
 - 2 Adapt your practice and support all the children in your care, including those with disabilities and special educational needs
 - 3 Adapt the environment and activities so that all children can take part equally and, where necessary, provide alternative activities
 - 4 Provide a framework to support inclusion and anti-discriminatory practice to meet individual needs
 - 5 Support emotional well-being and the development of emotional intelligence
 - 6 Give meaningful praise and encouragement and encourage self-esteem, confidence and resilience
 - 7 Provide opportunities for children to assess and take risks and face challenges, according to their age, needs and abilities, including assessing risk to themselves and others from their own behaviour and choices
 - 8 Support children's development and learning by providing opportunities for exploration and diverse experiences (physical, intellectual, emotional and social)
 - 9 Support creativity and creative activities
 - 10 Encourage a wide range of communication strategies, including use of books, ICT
 - 11 Support information handling
 - 12 Adapt strategies for children with communication difficulties or where English or Welsh is not the home language
 - 13 Answer questions with sensitivity, encouraging independence and being available in a supportive role
 - 14 Provide a safe environment that encourages all children to develop physical skills and confidence in movement
 - 15 Encourage healthy lifestyles, including healthy eating and exercise
 - 16 Talk honestly and raise awareness of issues in line with children's questions and concerns

Unit CCLD 303

Promote children's development

- K3D221 How to promote young people's development from 12 to 16 years how and why you:
- 1 Provide an encouraging, safe and emotionally secure environment that recognises approaching adulthood
 - 2 Adapt your practice to support all the young people you work with, including those with disabilities and special educational needs
 - 3 Adapt the environment and activities so that all young people can take part equally and, where necessary, provide alternative activities
 - 4 Provide a framework to support inclusion and anti-discriminatory practice to meet individual needs
 - 5 Support emotional well-being and intelligence
 - 6 Encourage creativity and young people's ability to construct creative solutions to problems and issues
 - 7 Provide opportunities for young people to assess and take risks and face challenges, according to their age, needs and abilities, including assessing risk to themselves and others from their own behaviour and choices
 - 8 Give meaningful praise and encouragement and encourage self-esteem, confidence and resilience
 - 9 Encourage choices and positive decision-making
 - 10 Encourage a wide range of communication strategies
 - 11 Support information handling and assessing the value of information
 - 12 Answer questions with sensitivity and be available in a supportive role
 - 13 Provide information about healthy lifestyles, according to accepted guidelines and why this information is most useful if requested by young people themselves
 - 14 Provide information about the health and welfare issues arising from smoking, illegal drug abuse, sexually transmitted diseases, unwanted pregnancies and why this information is most useful if requested by young people themselves
 - 15 Provide information and support as young people make career, education and training choices, being aware that some will require basic skills support
 - 16 Talk honestly and raise awareness of issues, in line with questions and concerns from young people
 - 17 Recognise and acknowledge children's particular needs as they go through puberty and adolescence and become adults
- K3T1111 Support children through transitions in their lives eg
- a Children aged 0–3 years as they make transitions from home to daycare, room to room within a setting
 - b Children aged 3–7 years as they move between different settings
 - c Children aged 7–12 years through transitions such as moving to a new school
 - d Young people aged 12–16 years, transitions including preparing to leave school or move from home

Unit CCLD 303

Promote children's development

Unit evidence requirements

Unit number: CCLD 303

Unit title: Promote 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 required to provide evidence of your detailed 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 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. 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 because they are either contingencies or infrequently occurring events:

CCLD 303.2 performance criteria 5, 6, 7

CCLD 303.3 performance criteria 3

CCLD 303.4 performance criteria 2, 3

Unit CCLD 303

Promote children's development

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 curriculum plans.
- **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, progress reports, individual plans.
- **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 planning cycle and the effectiveness of provision in terms of outcomes for children, data protection laws and regulations covering the sharing of information, knowledge and understanding of theoretical frameworks of children's development.
- **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 Level 3 Progression Award 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 the effectiveness of your planning to meet children's needs. You may also wish to use child studies, case studies, evaluations of activities and routines, investigations and other forms of evidence to meet the requirements of the unit. Assignments covering areas such as disability and special educational needs, communication development, nutrition antidiscrimination and equalities will prove useful evidence of your knowledge and understanding for this unit.

Unit CCLD 303

Promote children's development

- **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 304

Reflect on and develop practice

What is this unit about?

This unit is about the competence you need to reflect on your practice. Reflecting on practice is a tool for self-evaluation and will enable you to develop and learn from assessing your own practice. The unit also includes taking part in continuous professional development and how this has been used to develop your practice.

Who is this unit for?

This unit is for people who work with children and young people in a range of settings and services and who have supervisory responsibilities or who work unsupervised.

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:

304.1 Reflect on practice

304.2 Take part in continuing professional development

Place in the N/SVQ framework

This is a mandatory unit in the level 3 N/SVQ in Children's Care, Learning and Development. It also occurs as a mandatory unit in level 3 Playwork N/SVQ PW10.

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills

Communication: 1.1, 2.2, 2.3

Improving Own Learning

and Performance: 4.1, 4.2, 4.3

Working with Others: 3.2, 3.3

Problem Solving: 3.1, 3.2, 3.3

Core Skills

Communication: Intermediate 2

Working with Others: Intermediate 2

Problem Solving: Intermediate 2

Unit CCLD 304

Reflect on and develop practice

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

Best practice benchmarks

Widely agreed as providing the most advanced, up-to-date thinking and practice against which you can measure what you are doing: not minimum standards. Benchmarks can be statutory/regulatory or based on other requirements or research.

Continuing professional development

On-going training and professional updating.

Processes, practices and outcomes

How you do things, what you do and what you achieve.

Reflective practice

The process of thinking about and critically analysing your actions with the goal of changing and improving occupational practice.

Unit CCLD 304

Reflect on and develop practice

Element CCLD 304.1

Reflect on practice

Performance criteria

This is the national standard which you must meet:

- 1 Monitor processes, practices and outcomes from your own work
- 2 Evaluate your own performance (achievements, strengths and weaknesses) using best practice benchmarks
- 3 Reflect on your interactions with others
- 4 Share your reflections with others and use their feedback to improve your own evaluation
- 5 Use reflection to solve problems
- 6 Use reflection to improve practice

Unit CCLD 304

Reflect on and develop practice

Element CCLD 304.2

Take part in continuing professional development

Performance criteria

This is the national standard which you must meet:

- 1 Identify areas in your knowledge, understanding and skills where you could develop further
- 2 Develop and negotiate a plan to develop your knowledge, skills and understanding further
- 3 Seek out and access opportunities for continuing professional development as part of this plan
- 4 Use continuing professional development to improve your practice

Unit CCLD 304

Reflect on and develop practice

What you must know and understand

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

- K3P222 Why reflection on practice and evaluation of personal effectiveness is important
- K3D223 How learning through reflection can increase professional knowledge and skills
- K3D224 How reflection can enhance and use personal experience to increase confidence and self-esteem
- K3D225 Techniques of reflective analysis:
 - a Questioning what, why and how
 - b Seeking alternatives
 - c Keeping an open mind
 - d Viewing from different perspectives
 - e Thinking about consequences
 - f Testing ideas through comparing and contrasting
 - g Asking 'what if?'
 - h Synthesising ideas
 - i Seeking, identifying, and resolving problems
- K3P226 Reflection as a tool for contrasting what we say we do and what we actually do
- K3D227 How to use reflection to challenge existing practice
- K3P228 The difficulties that may occur as a result of examining beliefs, values, and feelings
- K3P229 How to assess further areas for development in your skills and knowledge through reflection, feedback and using resources such as the internet, libraries, journals
- K3P230 How to develop a personal development plan with objectives that are specific, measurable, achievable, realistic and with timescales
- K3P231 The availability and range of training and development opportunities in the local area and how to access these
- K3M232 The importance of integrating new information and/or learning in order to meet current best practice, quality schemes or regulatory requirements

Unit CCLD 304

Reflect on and develop practice

Unit evidence requirements

Unit number: CCLD 304

Unit title: Reflect on and develop practice

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** method to be used to evidence some part of 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 because they are either contingencies or infrequently occurring events:

CCLD 304.1 performance criteria 3, 5, 6

Unit CCLD 304

Reflect on and develop practice

Where observation was not required your assessor needs to ensure that all performance criteria and knowledge requirements are met and that your performance is consistent.

- **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.
- **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 appraisals, performance indicators, professional development plans.
- **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 techniques of reflective analysis and how to use these to improve personal practice and solve problems.
- **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 records of continuing professional development/supervision.
- **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 reflecting on practice, demonstrating the ability to monitor processes and practice to improve work outcomes.
- **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 305

Protect and promote children's rights

What is this unit about?

This unit is about ensuring and protecting the rights of children and the importance of promoting children's welfare. It includes the child's right to have a voice and to be protected and safeguarded.

Who is this unit for?

This unit is for you if you work with children and have supervisory responsibilities or work unsupervised in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families.

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:

- 305.1 Promote equality of access
- 305.2 Implement strategies, policies, procedures and practice for inclusion
- 305.3 Maintain and follow policies and procedures for protecting and safeguarding children

Place in the N/SVQ framework

This is a mandatory unit in the level 3 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: 4.1, 4.3
Improving Own Learning and Performance: 3.3
Working with Others: 3.1, 3.2, 3.3
Problem Solving: 3.1, 3.2, 3.3
Application of Number: 2.1, 2.2, 2.3

Core Skills

Communication: Higher
Working with Others: Intermediate 2
Problem Solving: Intermediate 2
Application of Number: Intermediate 1

Unit CCLD 305

Protect and promote children's rights

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

Access

Opportunities for participation.

Anti-discriminatory practice

Taking positive action to counter discrimination: this will involve identifying and challenging discrimination and being positive in your practice about differences and similarities between people.

Child abuse

Where a child is suffering or likely to suffer significant harm including:

- a Physical abuse
 - b Emotional abuse
 - c Sexual abuse
 - d Neglect and failure to thrive not based on illness
 - e Bullying and harassment
- or a combination of the above.

Child protection

A basic right of children to be protected from abuse.

Children

Children with whom you are working, except where otherwise stated.

Disability

A physical or mental impairment which has a substantial and long-term adverse effect on the child's ability to carry out normal day-to-day activities.

Disclosure of abuse

When a child tells you they have been abused.

Equality of access

Ensuring that discriminatory barriers to access are removed and that information about provision is accessible to all families in the community.

Families

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

Inclusion

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

Unit CCLD 305

Protect and promote children's rights

Policies

What your organisation has agreed about its practices and procedures and how they should be implemented.

Positive images

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

Procedures

Steps your organisation has agreed need to be taken in certain situations.

Provision

Includes setting or service: this can be a physical setting or a peripatetic service based in the community or other service.

Safeguarding

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

Special educational needs (or equivalent term used in your home country)

Children with special educational needs learn differently from most children of the same age. These children may need extra or different help from that given to other children.

Unit CCLD 305

Protect and promote children's rights

Element CCLD 305.1

Promote equality of access

Performance criteria

To meet the national standard you must:

- 1 Provide information for children, families and communities that promotes participation and equality of access
- 2 Implement transparent procedures and information about access to provision to meet the needs of all children
- 3 Welcome children from all backgrounds, ensuring barriers to participation are identified and removed
- 4 Seek and respect the views and preferences of children, adapting your practice to the child's age, needs and abilities
- 5 Involve all relevant local community groups in the setting or service and provide information on local community resources
- 6 Find appropriate ways to provide information about equality of access to children and families who have found services hard to access
- 7 Provide information to children about their rights and responsibilities in the context of your setting

Unit CCLD 305

Protect and promote children's rights

Element CCLD 305.2

Implement strategies, policies, procedures and practice for inclusion

Performance criteria

This is the national standard which you must meet:

- 1 Use inclusive and anti-discriminatory practice in planning and delivery of provision, according to current guidance
- 2 Provide an environment, activities and experiences that promote positive images of children and reflect the wider society
- 3 Assess and contribute to meeting the individual needs of children
- 4 Organise the provision to facilitate access and participation for disabled children and children with special educational needs
- 5 Promote all children's entitlement to the full range of activities and learning experiences
- 6 Monitor by collecting relevant data, and evaluate how effective your provision is in implementing inclusive practice and implement change to improve the service you offer
- 7 Ensure confidentiality and privacy for children, except where their well-being is at stake

Unit CCLD 305

Protect and promote children's rights

Element CCLD 305.3

Maintain and follow policies and procedures for protecting and safeguarding children

Performance criteria

This is the national standard which you must meet:

- 1 Maintain and follow organisational procedures for the protection and safeguarding of children
- 2 Follow policies and procedures for safeguarding children in your local area
- 3 Recognise indicators of possible child abuse
- 4 Help children to protect themselves from abuse
- 5 Respond sensitively to a child's disclosure of abuse
- 6 Promote an environment of openness and trust, allowing children to express themselves in their chosen way
- 7 Follow safe working practices that protect children and practitioners

Unit CCLD 305

Protect and promote children's rights

What you must know and understand

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

- K3P233 Legislation covering children's rights and laws covering equality and inclusion within your home country and how these relate to your setting
- K3P234 Work with children in the context of the UN Convention on the Rights of the Child, eg the child's right to self-expression, play, cultural identity, freedom from exploitation
- K3P235 The various forms of discrimination, the groups most likely to experience discrimination and the possible effects of discrimination on the children and families
- K3P236 How inequalities are embedded in our society in all geographical areas
- K3D237 The negative effects of inequalities on all children: this must include the negative effects on children who are not themselves directly experiencing inequality
- K3C238 Difficulties in accessing provision and services that might be experienced by children and families and how procedures and practices can work to overcome these and improve services
- K3D239 What barriers to participation might be, eg attitudes, language, mobility; lack of information/knowledge of the benefits of children's services, environmental barriers, discrimination and how you would ensure these were recognised and removed
- K3D240 The kinds of community resources and support that are available to support equality of access, the scope of opportunities for referral if necessary and sources of information for children and families
- K3P241 How to ensure your provision aims to meet current guidance for implementing inclusion and anti-discriminatory practice
- K3D242 How to assess and plan for children's needs drawing on available resources and support services
- K3D243 That children have a right to high quality provision that meets their individual needs
- K3P244 Organisational strategies and practice issues to ensure equal access and compliance with legislation for disabled children and children with special educational needs within your home country
- K3P245 Techniques of monitoring (data collection, analysis and evaluation) to assess the effectiveness of provision in implementing inclusive and anti-discriminatory practice
- K3P246 The requirements of legislation, regulation and codes of practice for safeguarding and protecting children relevant to the home country where the setting or service is located. The duty of all within the sector to safeguard children, including:
 - a Whistle blowing where there are concerns about colleagues or in other difficult circumstances
 - b Where your concerns may not be seen to be taken seriously or followed through when following normal procedures
- K3P247 The importance of monitoring provision and the need for accountability to children, parents, families and other agencies

Unit CCLD 305

Protect and promote children's rights

- K3D248 The importance of partnerships with parents and families and how these partnerships can be developed and supported
- K3S249 The importance of following procedures without forming premature judgments regarding suspected or actual abuse
- K3S250 Understanding what increases a child's vulnerability to abuse and exploitation and the importance of empowerment, confidence and resilience for a child's welfare
- K3S251 Recognition of social factors eg substance abuse, and the possible behaviours of adults involved in abuse of children
- K3S252 Policies, procedures and the lines of reporting in the setting or service concerning suspected or actual abuse
- K3S253 Safe working practices that protect children and adults who work with them
- K3D254 The importance of promoting children's assertiveness, self confidence and self-esteem to enable children to protect themselves
- K3M333 The benefits of a multi-professional, multi-agency approach in maximising the children's experiences and learning, drawing on local communities and external expertise

Unit CCLD 305

Protect and promote children's rights

Unit evidence requirements

Unit number: CCLD 305

Unit title: Protect and promote children's rights

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 305.1 performance criteria 6

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 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.

Unit CCLD 305

Protect and promote children's rights

- **Work products:** These are non-confidential records made, or contributed to, by you, eg policies and procedures, inclusion plans, data and evaluations on the effectiveness of the provision in implementing inclusive practice, plans to provide information about equality of access to children and families who have found services hard to access.
- **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 participation for children with disabilities/special educational needs.
- **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 relevant legislation covering equality/inclusion and children's rights and how these are implemented in the setting, the practical application of legislation covering equality of access.
- **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 disability discrimination training, training for special educational needs and codes of practice, child protection training.
- **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 assignments/case studies covering the safeguarding and protection of children or inclusive practice which acknowledge current legislation and policy.
- **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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Scotland	0131 226 1556	0131 226 1558
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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 **enquiry@cityandguilds.com**

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