

Children's Care, Learning & Development N/SVQs (3171/3174)

Quality Guidance - Frequently Asked Questions

Q1. If a candidate changes the age range of children with whom they work during the period of their assessment for this City & Guilds N/SVQ do they have to restart the full qualification?

No. The candidate may continue to submit evidence based on any age group with whom they work. Care will still need to be taken in units CCLD 203, 303 & 403 to ensure that, where required, candidates' knowledge evidence covers the full age range i.e. birth – 3 years, 3 – 7 years, 7 – 12 years and 12 – 16 years.

Q2. Within units 203 'Support children's development', 303 'Promote children's development' and 403 'Support programmes for the promotion of children's development' which of the knowledge specifications have to be demonstrated across the full age range 0-16?

Candidates must demonstrate that they have a broad knowledge of child development and transitions by evidencing the full age group (0-16 years) at:

Level 2 by evidencing knowledge specifications K2D47 and K2T1112;
Level 3 by evidencing knowledge specifications K3D217 and K3T1111
Level 4 by evidencing knowledge specifications K4D807 and K4T1113

**** Q.3 What level of the Children's Care Learning and Development NVQ is appropriate for child minders? (England, Northern Ireland & Wales)**

Usually the Level 3 NVQ in Children's Care, Learning and Development is the appropriate level NVQ for childminders because they are self-employed within their own businesses, usually work alone, planning and organising their own work without supervision.

In consequence many childminders have successfully completed the Level 3 NVQ in Children's Care, Learning and Development having been well-placed to provide all the necessary evidence, including child observations, from their usual work setting.

Assessment centres should offer childminders the opportunity to be observed and assessed in their normal work setting i.e. working in their own homes. All knowledge evidence should be demonstrated and current, although it may be possible to provide some recognition of prior learning towards this, providing it is consistent with the conditions specified in the assessment strategy.

Level 4 is not an appropriate level unless childminders are area co-ordinators of a childminding network. Where this is the case centres should contact their EV to ensure they would endorse registration for this level as being appropriate.

N.B. **Centres operating in Wales** are further advised that the National Minimum Standards do not identify a specific level of qualification for child minders, but do stipulate the attainment of a pre-registration certificate, which is run by NCMA. Care Council for Wales (CCfW) would obviously encourage the good practice in relation to further qualification attainment for any staff, but Level 3 is not a requirement in Wales. The only requirement relates to first aid.

Centres operating in Northern Ireland are further advised that the CCLD level 2 NVQ is also a suitable for child minders. Centres should ensure that potential candidates undertake an initial assessment to ensure they register for the level which accurately reflects their current evidence gathering potential.

Q4. The Certificate in Children’s Care, Learning & Development (VRQ) has been developed to underpin the knowledge requirements of the core units of the City & Guilds N/SVQ in Children’s Care, Learning & Development. A mapping document exists which shows the links from the VRQ to the knowledge requirements for the N/SVQ. Does this mean that a candidate, who has successfully completed all of their Certificate in Children’s Care, Learning & Development assignments, may have the evidence directly transferred into the City & Guilds Children’s Care, Learning & Development Level 2 N/SVQ?

Direct transfer means that an agreement is in place so that a unit achieved in one qualification can be used to evidence a unit in a different qualification without any further assessment activity. There is no such arrangement in place for these qualifications and therefore an APEL process must be applied.

However, the speed and ease of the APEL process will be considerably improved because the mapping between these two qualifications has already been done. Assessors will still need to check on the authenticity, sufficiency and currency of the evidence and the ability of the candidate to apply their knowledge to practice if/ where this has not been required by the VRQ assignment task. Where the candidate has undertaken the Certificate in Children’s Care, Learning & Development in the same centre, the assessor may find that it is not an onerous task. A final judgement, by the assessor, for the N/SVQ units involved is required.

Q5. In the unit evidence requirements some performance criteria are identified as potentially ‘difficult to observe’. Does this mean they must not be evidenced by observation?

No. This advice aims to ensure that candidate progress is not unnecessarily held up by assessors waiting for an opportunity to observe contingencies, infrequently occurring or non observable activities e.g. thought processes. However should timely observational opportunities occur they can be used?

Q6. In units or elements where simulation is allowed can the assessor meet the observation requirements by observing a simulated activity?

Yes. Observation can be applied to both real and simulated work activities and/or environments.

Q7. Some candidates work in both children’s care learning and development and playwork settings. Where this is the case how should a decision be made about the most appropriate qualification for the candidate to pursue?

Children’s Care, Learning and Development (CCLD) qualifications are aimed at those who work in a setting or service where the main purpose is to provide learning and care experiences that support the care, learning and development of children in partnership with their families e.g. day nurseries, playgroups, childminders, nannies, children and family centres

Playwork qualifications are aimed at those who work in a setting or for a service where the main purpose is to provide children and young people with opportunities for freely chosen self directed play e.g. out of school clubs, holiday play schemes, mobile play projects, specialist play projects.

Assessors and candidates should therefore consider from which setting the candidate is likely to generate the most evidence and what the career aims and requirements are for the individual before making a decision.

It should be remembered that individuals who have completed either a Playwork or CCLD level 3 N/SVQ and who find they need a qualification so as to be able to pursue a career in the

alternative context may complete a Transitional Award. These are the 3177 Early Years & Childcare for Playworkers Award for those who already hold the Playwork N/SVQ and the 6978 Playwork for Early Years & Childcare Award for those who already hold the CCLD N/SVQ. Candidates holding both of these qualifications in the right combination will be qualified for both work in CCLD & Playwork contexts and services

Q8. If individuals are working in a play work setting but cannot find a training provider who offers the Level 3 Playwork N/SVQ qualifications is the N/SVQ CCLD Level 3 an acceptable alternative?

Individuals seeking qualified playworker status need to complete the level 3 N/SVQ in Playwork. It would also be very difficult for an individual working in a playwork service/setting to evidence a full CCLD N/SVQ qualification as the value base is significantly different and some units, such as 303, would be impossible to evidence from a playwork setting.

Q9. In what range of play work settings is the level 2 N/SVQ in Playwork relevant?

A Level 2 Playwork N/SVQ qualification would be suitable for assistant playworkers working in:

- Adventure playgrounds
- Holiday play schemes
- After school clubs
- School and community play centres
- Mobile play projects
- Specialist play projects.

Q10. How should centres identify the most appropriate choice between the Children's Care, Learning and Development N/SVQ and the Support Teaching and Learning in Schools NVQ, for candidates working in classroom settings?

New

Two of the qualifications which centres may consider as appropriate for individuals working in classroom settings are:

1) Children's Care, Learning and Development N/SVQ(CCLD) 3171 which is for those working in a setting or service that supports the care, learning and development of children 0-16 yrs in partnership with their families.

2) Support Teaching and Learning in Schools NVQ (STLS) 7329 which is for those supporting teaching and learning in any type of school: primary (including foundation stage); special schools; pupil referral units etc.

Prior to registering candidates for either one of these qualifications, (CCLD or STLS) centres must ensure that the candidates can evidence all units selected as required by the qualification structure and assessment strategy.

Special attention needs to be paid to the CCLD N/SVQ core units and in particular **Unit 303 (level 3 – Promote Children's Development)** because it may be difficult to evidence all the requirements in a classroom setting.

Unit 303 – Promote Children's Development Evidence Requirements & Quality Assurance.

- Unit 303 requires candidate to undertake formative and summative observations and assessments of children, refer concerns to families and external agencies, to plan provision and evaluate its effectiveness.
- Unit 303 may not be simulated and some observation by an assessor is a requirement.
- Assessors need to be up to speed with current best practice including processes and procedures for observing, assessing and recording child observations and when and how

these link to external requirements or baselines/curriculum frameworks followed in the relevant home country.

- Assessors can access further information and guidance on good observation practice via SmartScreen. Alternatively good practice guides may be available from the appropriate regulators in each country.

NB Where meeting the full requirements for Unit 303 pose difficulty, centres are strongly advised to register candidates for STLS as the more suitable qualification.

Q11. How does the Early Years Foundation stage (September 2008-England only) impact on references to Early Years curriculum within qualifications/units?

New

In September 2008 the Early Years Foundation Stage (EYFS), which is a single quality framework for Children from birth to age 5, became statutory in all regulated early years settings in **England**. This framework brings together and replaces Birth to Three Matters, the curriculum guidance for the foundation stage (QCA/00/587) and the National Standards for under 8s Day Care and Childminding.

Thus where qualifications/units refer to *early year's curriculum* centres should be aware that this now refers to the EYFS.

NB. This FAQ applies to centres operating within England only.

Q12. Some units have been imported from the Playwork N/SVQs. Can these units be accessed by candidates working with under 5's or in settings which offer both playwork and childcare services?

New

The imported Playwork N/SVQ units are not appropriate for candidates who only work with under 5's.

Candidates working in integrated settings which offer both playwork and childcare services may undertake these units so long as:

- the setting adheres to the principles and values of playwork for the activity described in the relevant units.
- the assessor is playwork competent (some assessors will be competent in both childcare and playwork).