

CACHE

Candidate Handbook

Level 4 NVQ in Children's Care, Learning and Development

© CACHE 2005

Except as allowed by law, or where specified in the text, no part of this publication may be reproduced or transmitted in any form or by any means without prior permission from the Council for Awards in Children's Care and Education.

Qualification Accreditation Number 100/5517/4

Published in Great Britain by CACHE

First edition 2005 Book code 100/5517/4

Publication date

November 2005

Publisher

Council for Awards in Children's Care and Education
Beaufort House, 23 Grosvenor Road, St Albans, AL1 3AW
Telephone 01727 818616

Registered Company No: 2887166

Registered Charity No: 1036232

Printed in England by

Corporate Document Services
8 Faraday Road
Rabans Lane Industrial Estate
Aylesbury
Bucks
HP19 8RY

Contents

Introduction	1
About this handbook	3
What is an NVQ?	4
What is the difference between an NVQ and a VQ?	4
What is an NVQ assessment centre?	5
What is the structure of an NVQ?	6
Level 4 Units	7
How will I be assessed?	9
How long will it take to complete my NVQ?	10
What will happen if I stop doing my award?	10
What do I do if I think I am being unfairly or inappropriately assessed?	10
What are Key Skills?	11
Does it matter what kind of setting I am working in?	11
What are the principles and values of Children's Care, Learning and Development?	12
What age range of children must I be working with?	12
What is holistic assessment?	13
Can I choose my optional units?	13
Can I start straight away answering all the knowledge statements?	13
How to gather and log your evidence	14
What is a portfolio?	14
The different kinds of evidence	14
Must I have different sorts of evidence?	15
How do I complete the Unit Assessment Records (UAR's)?	18
What are 'evidence requirements'?	18
Section 1 - Recording Forms	19
Assessment Plan	23
Evidence Record	25
Professional Discussion	27
Assessor Feedback to Candidate	31
Witness Status List	33
Unit Assessment Record	35

Section 2 - Unit Assessment Records and Standards	37
Unit Checklist	39
Please note only the mandatory units are included in Section 2. The optional Units are on the disk attached to the inside front cover of this handbook.	
Section 3 - Mapping of Key Skills Level 4 can be found on the CACHE website	
Section 4 - Key Words and Concepts	327
Section 5 - Appeals Procedure and Confidentiality	337

Introduction

The CACHE Level 4 NVQ Children's Care Learning and Development:

- provides a National Vocational Qualification for candidates who work with or wish to work with children aged 0-16 in settings or services whose main purpose is children's care, learning and development
- provides a qualification for those whose working role calls for competence across a varied range of responsibilities
- provides the values and principles that underpin the National Occupational Standards (NOS) at Level 4
- allows progression to related 'higher level' awards such as management or you may wish to diversify and extend your skills and knowledge through continuing professional development
- encourages lifelong learning
- provides sign posting to Key Skills

Is this qualification suitable for me?

It is expected that candidates will be:

- people already working in settings or services whose main purpose is children's care, learning and development with children aged between 0-16 and their families
- recent entrants to the sector who want to work in settings or services whose main purpose is children's care, learning and development with children aged between 0-16 and their families

'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. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others.'

Within children's care, learning and development examples of roles at Level 4 are:

- childminding network coordinator
- pre-school adviser
- centre manager
- area SENCO
- senior practitioner involving high-level skills with children and families

Level 4 qualifications are for managers or lead/senior practitioners, peripatetic advisers and support workers. The mandatory units do not normally preclude such candidates from accessing assessment, although it is always necessary to check job roles against the standards as part of initial guidance. There are standards available for those with some additional specialist roles such as children's information services, or quality assurance schemes assessors and these may form part of qualifications in some cases or form a basis for continuing professional development.

About this handbook

Welcome to your NVQ

This is your candidate handbook, which is designed to help you understand the NVQ process - whether you have done an NVQ before or not - and how to gain your NVQ qualification in Children's Care, Learning and Development (CCLD).

This handbook contains an Introduction and 5 Sections:

- The *Introduction* will hopefully:
 - answer any queries you may have about NVQs in general
 - deal with any specific questions you may have about this particular qualification in Children's Care, Learning and Development
 - give you guidance about assessment and how to collect evidence for each unit
- *Section One* contains the recording forms
- *Section Two* contains the Unit Assessment Records and National Occupational Standards for the core and optional units
- *Section Three* contains the Signposting to Key Skills
- *Section Four* contains the key words and concepts
- *Section Five* contains information about the Appeals procedure and confidentiality

We wish you well at the start of this learning journey and hope you enjoy the challenge and the experience. Remember this is a qualification which is awarded to you because you are competent in your job and have reached the National Occupational Standard.

It means you can do the job, and know how and why you are doing it!

What is an NVQ?

NVQ stands for National Vocational Qualification. An NVQ is gained by a candidate proving to an assessor that they are competent in the work they do.

An NVQ is based on a set of National Occupational Standards that have been developed by the relevant Sector Skills Council. The development of these National Occupational Standards (the standards) was facilitated by the National Day Nurseries Association on behalf of the sector and funded by the Children's Workforce Unit of the DfES. Highly experienced practitioners have written these standards, and they basically describe the various components of a particular job.

A person who registers to do an NVQ is called a candidate and to gain their NVQ, a candidate has to show by various means that they can meet all the criteria laid down in the standards through doing their everyday work. They do this by gathering evidence from their work practice and by being observed at work by an assessor - this assessor will be suitably qualified and experienced and will have been allotted to a candidate when they registered with an assessment centre.

It is your responsibility to provide sufficient evidence of your competence in practice and in your knowledge to your assessor in order to achieve your NVQ award.

What is the difference between an NVQ and a VQ?

VQ stands for vocationally related qualification (VQ for vocational qualification). These qualifications comprise a training course that cover the skills and knowledge required in a job at a certain level. To qualify, a student must attend a course and successfully complete a number of assessable assignments or tests.

An NVQ is achieved by proving competence in the workplace against a set of nationally based standards (which means a candidate should already have knowledge and understanding at this level and already be experienced at doing the job). A NVQ candidate achieves their NVQ by being assessed in the workplace by a qualified NVQ assessor to prove that competence in practice and in the relevant knowledge.

What is an NVQ assessment centre?

NVQ assessment centres are usually based within training organisations or educational institutions but sometimes may exist in their own right. An assessment centre comprises the following people.

<p>Assessor - this person is suitably experienced and qualified in the subject they are assessing and will have also gained their assessor's award (either D32/D33 or the more recent A1), which qualifies them as an assessor. A trainee assessor is someone who is working towards their assessor's award and so all their assessment judgements on a candidate are overseen and countersigned by a qualified assessor until they have gained their award. An assessment centre may have one or any number of assessors. An assessor may or may not also be an internal verifier.</p>	<p>Expert witness - 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 who can attest to the candidate's performance in the workplace e.g. line managers or other experienced colleagues. 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.</p>
<p>Internal Verifier - this person is also suitably experienced and qualified in the field of work that the centre is assessing. They will also have both an assessor's award and an internal verifier's award (D34 or the more recent V1). The internal verifier has three roles:- to support assessors, to sample and monitor assessment judgements to check these are fair and sound, and to organise standardisation meetings to ensure that judgements made by different assessors are similar, on an equal footing and at the same standard.</p>	<p>An assessment centre will have applied to and been approved by an awarding body to offer their NVQs. The awarding body has a team of external verifiers for each NVQ and appoints an external verifier to every assessment centre. The external verifier normally visits an assessment centre twice a year to check that the centre is operating properly and effectively, within QCA and awarding body guidelines/regulations.</p>
<p>Centre Co-ordinator - this is the person who usually deals with enquirers and with queries, is responsible for administration and for liaising with an awarding body over the registration and certification of NVQ candidates. This person may or may not also be an assessor or internal verifier.</p>	

The following diagram illustrates how it all works.

Sector Skills Council Responsible for developing national standards for vocational qualifications	Accrediting Body (e.g. QCA; SQA; ACCAC) Accredite awarding bodies to award NVQs
Awarding Body eg. CACHE approves assessment centres, registers candidates, monitors quality and issues certificates	
Assessment Centre Approved by awarding body offer and co-ordinate assessment to offer of specific NVQs	
External Verifier Works for the Awarding Body; monitors assessment and internal quality assurance of approved centres	Expert Witness Approved and inducted by the assessment centre to offer assessment for a specialist unit or if the assessor is unavailable
Assessor Works for the assessment centre. Assesses candidate's evidence of competence in practice and in knowledge	Internal verifier Works for assessment centre to ensure consistency and quality of assessment within the centre
Candidate Individual seeking certification for their competence	

What is the structure of an NVQ?

An NVQ is a qualification based on the occupational standards and these are grouped into a number of units; some of these may be mandatory units, some may be optional units. This means a candidate must do the mandatory units, but may choose from a range of optional units to do the number of units prescribed.

Level 4 Units

The proposed NVQ/SVQ is a 9-unit qualification comprising 4 mandatory units plus 5 option unit.

Mandatory units

CCLD 401	Establish and develop working relationships
CCLD 402	Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being
CCLD 403	Support programmes for the promotion of children's development
CCLD 404	Reflect on, review and develop own practice

Choose 5 from the following options

CCLD 405	Co-ordinate provision for babies and children under 3 years in partnership with their families
CCLD 406	Develop and support children's early learning in partnership with teachers
CCLD 407	Support and evaluate the curriculum for children's early learning
CCLD 408	Evaluate, assess and support the physical, intellectual, emotional and social development of children
CCLD 409	Evaluate, assess and support children's communication
CCLD 410	Evaluate, assess and support children's creativity
CCLD 411	Evaluate, assess and support children's mathematical learning, exploration and problem solving
CCLD 412	Evaluate and co-ordinate the environment for children and families
CCLD 413	Develop and implement operational plans for your area of responsibility
CCLD 414	Co-ordinate and support provision for disabled children and those with special educational needs
CCLD 415	Co-ordinate special educational needs for early education with a local area
CCLD 416	Assess quality assurance schemes against agreed criteria
CCLD 417	Establish and sustain relationships with providers of services to children and families
CCLD 418	Co-ordinate and support the revision of policies, procedures and practice for registration and inspection
CCLD 419	Contribute to the enhancement of early education for children
CCLD 420	Research and develop an area of practice
CCLD 421	Provide information about children and families' services
CCLD 422	Co-ordinate work with families
CCLD 423	Manage multi-agency working arrangements
CCLD 424	Obtain additional finance for the organisation
CCLD 425	Provide leadership in your area of responsibility
CCLD 426	Encourage innovation in your area of responsibility
CCLD 427	Allocate and monitor the progress and quality of work in your area of responsibility
CCLD 428	Ensure health and safety requirements are met in your area of responsibility
CCLD 429	Provide learning opportunities for colleagues
CCLD 430	Manage finance for your area of responsibility
CCLD 431	Contribute to the leadership and management of integrated childcare provision
CCLD 326	Safeguard children from harm
CCLD 333	Recruit, select and keep colleagues

A unit - mandatory or optional - describes a particular function within a job and breaks it down to list the specific activities or duties this comprises. A unit therefore includes the following components.

Elements

An element describes one distinct aspect of the function depicted by the unit. For example, **CCLD 401 Establish and develop working relationships**: is a Level 4 unit which is broken down into the following elements:

1. Establish and develop working relationships with colleagues
2. Establish and develop working relationships with other professionals and agencies
3. Encourage and facilitate others to reflect on practice and share knowledge

Each element describes a different aspect of the unit title.

Each element is then broken down further into performance criteria, which means "What you must do".

Performance Criteria

This list indicates the several things that you must do in order to demonstrate that you can for instance prepare and maintain a safe and healthy environment and meet the National Standard. Examples are:

- | | |
|---------------------|--|
| CCLD 401.1.1 | Initiate relationships with colleagues that help them adjust to and develop their roles and responsibilities |
| CCLD 401.1.3 | Identify and agree how you will communicate with each other |

What you must know and understand

Finally, not only must you show that you can do everything listed in each element, you must also show that you have the knowledge and understanding that underpins your actions. This knowledge and understanding is listed in a number of statements at the back of each unit.

How will I be assessed?

When you first apply to an assessment centre to do an NVQ, the centre should check out that:

- a) you already have some experience and knowledge of working with children
- b) you are working in a childcare setting. This may be done via an interview, a site audit and/or a site visit

If all is well, you will then undergo an induction process, be allocated an assessor and registered with the awarding body. Many of the points in these early sections of the handbook should be explained to you together with advice on how to organise and build your portfolio of evidence. You should also be given copies of assessment centre policies, procedures and other documentation and it should be made clear what is expected of you and what you can expect from both your assessor and the assessment centre. The centre should additionally check whether you have any particular assessment requirements, learning needs or disabilities and ensure that you have the support and resources you need. You are then ready for assessment to begin.

There are a number of ways that you will be assessed, that are linked into the different kinds of evidence that can prove your competence. For information about the different kinds of evidence, see *The different kinds of evidence* later in this *Introduction*.

When you first start your NVQ, your assessor will talk to you about what you do and will come and observe you working in your normal working situation. Your assessor will look at everything you do, and record it, so that nothing is wasted. We call this 'holistic observation'.

Your assessor will be able to plan with you how to get evidence for certain units that may involve collecting work products - for example units like:

CCLD 404 Reflect on review and develop own practice

CCLD 409 Evaluate, assess and support children's communication

Your assessor will meet with you regularly to:

- a) help you to plan getting your evidence
- b) give you feedback on evidence that has been assessed
- c) ask you questions or have a professional discussion that will elicit further evidence

Your assessor will also explain further to you how to log your evidence, see *How to gather and log your evidence* later in this *Introduction*.

How long will it take to complete my NVQ?

This depends on a number of things:

- How experienced you are in your job
- How often you work
- How much time you give to gathering and logging your evidence
- Your assessment centre may have set time limits because of funding restrictions
- Your registration with CACHE lasts for three years (providing the award has three years shelf-life left) and you would normally be expected to complete within this timescale. Under certain circumstances it may be possible to reregister but you would need to talk to your assessment centre about this

What will happen if I stop doing my award?

- If you have to stop doing your NVQ, you must discuss this with your assessment centre. Most assessment centres will support you in returning to your award at any time within the registration period, but there may be financial implications in doing this.
- If you are moving to another area of the country, it may be possible to transfer your registration to another centre. Again speak to your assessment centre about this.
- If you are not going to finish your award, the assessment centre can obtain unit certification for any units that you have completed.

What do I do if I think I am being unfairly or inappropriately assessed?

Every assessment centre should have its own complaints procedures and in the first instance, you should always follow this. It may be that there has been a misunderstanding on your part, it may be a personality clash between you and your assessor or it may be poor assessment practice. Whatever the reason, lodging the actual complaint is the first step to resolving the issue.

If however, you do this and are still unsatisfied, feeling sure that the assessment centre is not practising properly, then you should contact CACHE. Your assessment centre should give you at induction, a copy of CACHE's complaints procedures so that you will know exactly who to contact. This will then be followed up with your assessment centre to ensure the issue is resolved.

What are Key Skills?

Some candidates undertaking an NVQ are also undertaking an apprenticeship in their subject with an employer. As well as their NVQ, apprentices additionally take their Key Skills awards - these are as follows.

- Working with Others
- Communication
- Application of Number
- Information Technology
- Improving own Learning and Performance
- Problem Solving

It is highly likely that in the process of gaining evidence for the CCLD NVQ, apprentices are similarly gaining evidence for various key skills units. Each CCLD unit therefore also shows the likely opportunities where this can occur.

Does it matter what kind of setting I am working in?

Yes it does. You need to be working with children and/or young people in a child care setting. The standards are for people who work with children from 0 to 16 years (and their families) in settings or services whose main purpose is children's care, learning and development. The settings are varied and it is not possible to list them all, but the following are examples:

- Daycare
- Crèches
- Childminders' own homes
- Nannies or home child-carers in the child's own home
- Schools
- Pre-schools/playgroups
- Children's centres
- Extended schools
- Hospitals
- Primary care
- Community based services
- SureStart programmes

It is important to note that the standards at Levels 2 and 3 are designed primarily for those engaged in face-to-face work with children and families. However some units at Level 3 and many at Level 4 are suitable for those in supervisory, management, support or peripatetic roles.

What are the principles and values of Children's Care, Learning and Development?

These are the 'foundation stones' of the NVQ and a thorough understanding of these is necessary to properly interpret the occupational standards.

There are 3 principles, which underpin everything you do:

<p>1st principle the welfare of the child is paramount</p>	<p>2nd principle practitioners contribute to children's care, learning and development and this is reflected in every aspect of practice and service provision</p>	<p>3rd principle 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</p>
---	---	---

There are 9 values, which go alongside these principles

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

What age range of children must I be working with?

The answer is whoever you are working with. If you work with children aged anywhere between 0-16, or any combination of age groups you can get your NVQ as long as you are in a children's care, learning or development setting. You will be required to show knowledge and understanding of the age range 0-16 in several places, but in practice your evidence will come from whoever you work with.

What is holistic assessment?

This means that although the child care job is broken down into various units as we have seen, you should not be assessed unit by unit. When your assessor observes you at work s/he will see evidence for a number of different units and this must all be recorded and logged. It also means that your assessor should see consistent evidence over a period of time. Every performance criterion in every element in every unit needs to be met on at least one occasion, (and very often it will be seen more than once) - assessing holistically via observation over a number of visits helps this to happen naturally.

Can I choose my optional units?

Yes you can - it makes sense of course to choose those units describing work you regularly do. Talk to your assessor about which units you feel are best for you.

Can I start straight away answering all the knowledge statements?

The first thing to understand, is that the knowledge statements are not questions to be answered! A number of these statements start with the words 'how to'. Many of these can be met through your assessor observing you and other questions that your assessor asks you after an observation, will probably meet others too.

The second point is that in NVQs generally, these knowledge statements are meant to relate to practice, i.e. you show your knowledge and understanding of your practice - why you do what you do. Your evidence therefore should give real-life examples from your work and not be 'classroom-based' theoretical answers.

If you are someone who likes writing, then once you have understood the above, by all means begin to collate your practice-based knowledge evidence if you wish. However, do be aware that much of it can be met via observation and professional discussion with your assessor, and can be recorded in other ways. (See earlier notes on professional discussion).

Knowledge evidence can come from all types of evidence. Explanation of work products, reflective accounts and professional discussion are good sources which show your knowledge through your practice.

Your assessment centre may also provide opportunities for you to evidence your knowledge, including helping you find out information in order to have a professional discussion with your assessor.

How to gather and log your evidence

What is a portfolio?

A portfolio is a file in which you keep all your evidence. Your assessor will talk with you about how to organise this file - different centres do it in different ways. Basically every piece of evidence needs to be numbered and logged against the standards it meets.

The different kinds of evidence

Observation

Your **assessor** will need to see you at work on a number of different occasions and by recording what you are seen doing and saying, will gather evidence for you. These observations are then mapped against the performance criteria lists in the units and everything that you have covered is recorded and later agreed with you. Sometimes it may be mapped against the knowledge evidence also. There should be direct observation included in all elements as evidence.

These observations are then mapped against the performance criteria lists in the units and everything that you have covered is recorded and later agreed with you. Sometimes it may be mapped against the knowledge evidence also.

Expert witness evidence

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 who can attest to the candidates's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may be particularly important for candidates who work unsupervised, but have contact with a range of different professionals in the course of their work.

Witness testimony

There will be many times when you do particular things and your assessor is not there to observe you. Someone else who **was** there e.g. a colleague or a parent, could give you an authenticated statement of what you did and said, thereby providing you with evidence.

Reflective account

You may write up yourself an account of something you have done and said at work that includes some reflection on your performance and whether next time you might behave differently. You can also give an oral reflective account to your assessor maybe in response to a question about your practice, or to evidence your knowledge and understanding. Your assessor will need to record the oral account either on tape or in writing.

Work based evidence

These are things produced in the course of your work that can provide evidence of your competent performance, for example, minutes of staff meetings, plans or checklists you have drawn up, and reports or procedures you have written. This can also provide evidence of your knowledge and understanding.

Professional discussion

Your assessor will at times want to engage you in conversation in order to understand why you did and said certain things. Such a discussion draws out a depth and breadth of knowledge and understanding and also establishes the rationale behind your actions. These discussions will be recorded on tape or in writing and again will be mapped against the standards to show exactly what has been 'proved'. You should prepare for these discussions so that you are clear about what you need to discuss with your assessor beforehand.

Must I have different sorts of evidence?

You don't have to - if your assessor could **observe** everything (including your knowledge) that would be fine but this is unlikely.

Assessment of competence in practice

Direct observation of your performance by the assessor, will be the **main method of assessment** of your competence. Other people may provide additional or secondary evidence of your performance. Reflective accounts are also likely to be a key source of evidence since you have to show that you are reflective and consider your own practice as part of a continuous improvement cycle.

Assessment of knowledge and understanding

Assessment of your knowledge and understanding should wherever possible be carried out during performance to ensure that theory and practice are linked and your assessor will show this in the recording of their observations.

If you turn to the second page of each unit, you will see the "Key to Methods of Evidence Gathering". Whatever types of evidence you have, these must be logged according to the relevant key letter - your assessor will show you how. The key methods are explained further below.

Key Letter A - Direct Observation

This is the letter for direct observations made and recorded by your assessor. Holistic direct observations from your assessor over a period of time will be your major form of evidence.

These will be the primary sources of evidence.

Key letter B - Recorded Oral and Written Questions

This refers to records of questioning by your assessor. They may be asked verbally and written down by the assessor at the time, or the assessor may write down the questions s/he wants to ask and give them to you to write in your answers for later checking or discussing.

Key letter C - Witness testimony

Witnesses are other people who may have been present at a particular incident, or are able to provide evidence of consistency in practice, but are not on the centre's register as expert witnesses.

Key letter D - Expert witness evidence

This is evidence usually in the form of observations, which are carried out by expert witnesses who are approved and trained by the assessment centre. They can be used for confidential matters where it may be inappropriate for the assessor to be present, or for specialist units where the assessor may need help in assessing that particular unit.

Key letter E - Case Studies, Assignments or Projects

Occasionally, you may be asked to do one of the above to provide evidence. This may happen if for some reason there is no naturally occurring evidence already available. Make sure you are clear why you are doing this and what evidence it should generate.

There is also a mandatory unit in CCLD which is concerned with 'using new knowledge and skills to develop practice' (CCLD 204.2). Any evidence of knowledge you produce can be used within this unit to show how it has influenced your practice. **Nothing is ever wasted in NVQ.**

Key letter F - Reflective Accounts

This is a written or oral account of your work where you reflect on what you have done, how you did it and whether it was successful, and how you might change it if you did it again. If it is an oral account there still needs to be a permanent record of it in your portfolio for reference. Reflective accounts are also useful to provide evidence for events that happen.

Key letter G - Professional discussion

Your assessor will at times want to engage you in conversation in order to understand why you did and said certain things. Such discussions draw out a depth and breadth of knowledge and understanding and also establishes the rationale behind your actions. These discussions will be recorded on tape or in writing and again will be mapped against the standards to show exactly what has been 'proved'. You should prepare beforehand for these discussions so you are clear about what you need to discuss with your assessor.

Key letter H - Work Products

This evidence covers anything you have produced in your working practice. Work plans and work based products e.g. minutes of meetings, reports, curriculum plans, displays, photographic records of children's work, leaflets, child observations and assessments. Photographs and audio-visual records of children are not appropriate and should not be used. Remember **you must have produced it** and children should not be identifiable in it.

Key letter I - Simulation

This does not happen very often. Simulation can only be used where it is clearly indicated in the evidence requirements and then only if no naturally occurring evidence is available. If it has to be used, simulation must be as realistic as possible and your response to it must be consistent with the policies and practices of your setting. It should be agreed between you and your assessor at the planning stage.

Key letter J - Evidence from prior experience and learning that demonstrably matches the requirements of the standards.

How do I complete the Unit Assessment Records (UAR's)?

In every unit against all the standards entitled 'performance criteria', are boxes to record your evidence - these are the UAR's. You must also ensure that the first page of every unit - the Unit Signature Sheet (USS) - is properly filled out with all the necessary details and signed and dated when that unit is complete. **Please note that all details must be completed in ink and correction fluid must never be used on an UAR or USS.**

When, how and who completes the UAR's is something you should discuss with your assessor, but two things can be clarified here:

- these must be completed on an ongoing basis as evidence is generated
- only **assessed** evidence is recorded here, ie. evidence where your assessor (not you!) has decided exactly what it proves

What are 'evidence requirements'?

These are part of requirements of the National Occupational Standards. They state clearly what evidence is required for each unit and these must be adhered to. They will be specified for each unit and you and your assessor should check when you are planning your award.

Section 1

Recording Forms

Section 1

Recording Forms

Introduction

It is necessary under the NVQ code of Practice 2001 for centres to keep copies of the forms (for 3 years) to provide evidence that the assessment process has taken place for each candidate and that it has been fair, safe, valid and reliable. Therefore the assessment plans and assessor feedback records are mandatory and must be kept in centres for 3 years.

CACHE have provided examples of these forms. Centres are welcome to use these or they can devise their own forms providing they meet the requirements of the NVQ Code of Practice 2001 and reflect the current A1/A2 and V1 standards.

Examples of other useful forms have also been provided, e.g. evidence record, witness status list and professional discussion record. Whilst centres need to use these forms or similar ones, it is not necessary to keep copies of these in the centre for 3 years.

Assessment Plan

Award:

Date:

Candidate's Name:

Candidates PIN Number:

Assessor's Name:

Evidence Type	Date of Assessment	Achieved/date

Arrangements for giving feedback and dates:

Units that may be covered for performance criteria, knowledge and scope:

Review of assessment plan:

Date:

Agreement box

Candidate's signature:

Date:

Assessor's signature:

Date:

Assessment Plan

Award: *Children's Care, Learning and Development (CCLD) Level 4*

Date: *01/04/05*

Candidate's Name: *Jenny Smith*

Candidates PIN Number: *05/1234*

Assessor's Name: *John Foley*

Evidence Type	Date of Assessment	Achieved/date
<i>Direct observation at playgroup between 10am and 12.30 pm</i>	<i>12th April 2005</i>	<i>Yes 12/04/05</i>
<i>Work product</i>	<i>12th April 2005</i>	<i>Yes 12/04/05</i>

Arrangements for giving feedback and dates:

Orally after direct observation 12/04/05. Written feedback by 21/04/05

Units that may be covered for performance criteria, knowledge and scope:

Review of assessment plan:

Date:

Agreement box

Assessment plan discussed and agreed

Candidate's signature: *Jenny Smith*

Date: *21/04/05*

Assessor's signature: *John Foley*

Date: *21/04/05*

Evidence Record

Award:

Date:

Candidate's Name:

Candidates PIN Number:

Assessor's Name:

Evidence Type (Please tick as appropriate)

- | | |
|---|--|
| <input type="checkbox"/> Direct observation of process | <input type="checkbox"/> Witness testimony |
| <input type="checkbox"/> Direct observation of product | <input type="checkbox"/> Reflective account |
| <input type="checkbox"/> Questions & answers | <input type="checkbox"/> Accreditation of prior learning |
| <input type="checkbox"/> Expert witness evidence
(optional units only) | <input type="checkbox"/> Others:
(please state) |

Recording	Unit	El.	P.C	Kn.	Sc.

Assessor's comments:

Candidate's comments:

Agreement box

Candidate's signature:

Date:

Assessor's signature:

Date:

Evidence Record (continuation sheet number ...)

Award:**Date:****Candidate's Name:****Candidates PIN Number:****Assessor's Name:**

Recording	Unit	EI.	P.C	Kn.	Sc.

Agreement box**Candidate's signature:****Date:****Assessor's signature:****Date:**

CACHE Level 4 NVQ in Children's Care, Learning and Development

Professional Discussion

Centre	
Centre Name	
Centre Number	

Centre	
Award	<input type="text"/>
Unit/s	<input type="text"/>
Plan	<input type="text"/>
Candidate	<input type="text"/>
Assessor	<input type="text"/>

Areas to be covered	
State when the professional discussion is planned to cover	<input type="text"/>
Performance criteria	<input type="text"/>
Knowledge specification	<input type="text"/>

Methods of Discussion

1. Presentation and Questions 2. Use of scenarios and Questions
3. Questions in 'what if' style 4. Other Method - please state below

Date of Planned Discussion

Time of Planned Discussion

Venue for Planned Discussion

List any tasks or reading as part of the preparation:

Candidate's signature

Date

Assessor's signature

Date

Record of Professional Discussion

Date: Time

Venue

Assessor

Record of Discussion	PC	KE

Candidate's signature

Date

Assessor's signature

Date

Record of Professional Discussion

Record of Questions - Prepared by Assessor	PC	KE

Record of Supplementary Questions	PC	KE

Candidate's signature Date Assessor's signature Date

Assessor Feedback to Candidate

Award:**Date:****Candidate's Name:****Candidates PIN Number:****Assessor's Name:****Feedback to candidate**

(This must relate to the agreed assessment plan and must clearly state evidence judged with judgement decisions).

Was the assessment process**Fair** **Safe** **Valid** **Reliable**

(please tick if yes)

Action required**Candidate's comments****Agreement box****Candidate's signature:****Date:****Assessor's signature:****Date:**

Witness Status List

(Please PRINT all names clearly)

Centre
Centre Name
Centre Number

Candidate's Name:	Candidate's PIN Number:
Assessor's Name:	

Name and contact number of witness	D32 & D33 A1/A2	Professional relationship of witness to candidate	Unit(s) elements etc. witnessed	Witness signature	Date

Authorisation	
Candidate's signature:	Date:
Assessor's signature:	Date:

Unit Assessment Record

Unit Signature Sheet

(Please PRINT all names clearly)

Centre	
Centre Name	
Centre Number	

Unit Title: CCLD 401 – Establish and develop working relationships		
Element	Date of Completion	Assessor’s Initials
CCLD 401.1 – Establish and develop working relationships with colleagues		
CCLD 401.2 – Establish and develop working relationships with other professionals and agencies		
CCLD 401.3 – Encourage and facilitate others to reflect on practice and share knowledge		

Candidate Declaration	
Candidate name:	Candidate PIN No.:
I confirm that competence has been demonstrated in all the elements of this unit through the agreed assessment procedures. I am satisfied with the ways the process of assessment(s) was conducted and the outcome. I declare that this is entirely my own work.	
Candidate's signature:	Date:

Assessor/Verifier Signatures		
I certify that the candidate has demonstrated competence in all the elements of this unit through the agreed assessment procedures and that it is entirely their own work.		
Assessor's name:	Date:	Signature:
Countersignature's name: (if applicable)	Date:	Signature:
I confirm that I have sampled/not sampled this unit (please delete as appropriate)		
Internal Verifier's name:	Date:	Signature:
Countersignature's name: (if applicable)	Date:	Signature:

Key to Evidence Gathering Methods

Key Letter A: Direct Observations

Key Letter B: Oral and written questions

Key Letter C: Witness Testimony

Key Letter D: Expert Witness Evidence (optional units only)

Key Letter E: Case Studies, projects, assignments

Key Letter F: Reflective Accounts

Key Letter G: Professional Discussion

Key Letter H: Work Products

Key Letter I: Simulation

Key Letter J: Accreditation of prior learning

Section 2

Unit Assessment Records and Standards

Please note only the mandatory units are included in this section. The optional units contained in pages 87-324 are on the disk attached to the inside front cover of this handbook.

Unit Checklist

You can use this checklist to tick the units when you have completed them.

Mandatory units

Accreditation Number	Unit	Unit title	Pages	Units
K/103/3438	CCLD 401	Establish and develop working relationships	43	<input type="checkbox"/>
M/103/3439	CCLD 402	Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being	53	<input type="checkbox"/>
H/103/3440	CCLD 403	Support programmes for the promotion of children's development	65	<input type="checkbox"/>
K/103/3441	CCLD 404	Reflect on, review and develop own practice	79	<input type="checkbox"/>

Optional units

Accreditation Number	Unit	Unit title	Pages	Units
M/103/3442	CCLD 405	Co-ordinate provision for babies and children under 3 years in partnership with their families	87	<input type="checkbox"/>
T/103/3443	CCLD 406	Develop and support children's early learning in partnership with teachers	95	<input type="checkbox"/>
A/103/3444	CCLD 407	Support and evaluate the curriculum for children's early learning	103	<input type="checkbox"/>
F/103/3445	CCLD 408	Evaluate, assess and support the physical, intellectual, emotional and social development of children	111	<input type="checkbox"/>

Accreditation Number	Unit	Unit title	Pages	Units
J/103/3446	CCLD 409	Evaluate, assess and support children's communication	121	<input type="checkbox"/>
L/103/3447	CCLD 410	Evaluate, assess and support children's creativity	131	<input type="checkbox"/>
R/103/3448	CCLD 411	Evaluate, assess and support children's mathematical learning, exploration and problem solving	141	<input type="checkbox"/>
Y/103/3449	CCLD 412	Evaluate and co-ordinate the environment for children and families	151	<input type="checkbox"/>
L/103/1598	CCLD 413	Develop and implement operational plans for your area of responsibility	159	<input type="checkbox"/>
L/103/3450	CCLD 414	Co-ordinate and support provision for disabled children and those with special educational needs	167	<input type="checkbox"/>
R/103/3451	CCLD 415	Co-ordinate special educational needs for early education within a local area	177	<input type="checkbox"/>
Y/103/3452	CCLD 416	Assess quality assurance schemes against agreed criteria	185	<input type="checkbox"/>
D/103/3453	CCLD 417	Establish and sustain relationships with providers of services to children and families	191	<input type="checkbox"/>
H/103/3454	CCLD 418	Co-ordinate and support the revision of policies, procedures and practice for registration and inspection	197	<input type="checkbox"/>
K/103/3455	CCLD 419	Contribute to the enhancement of early education for children	205	<input type="checkbox"/>
M/103/3456	CCLD 420	Research and develop an area of practice	213	<input type="checkbox"/>

Accreditation Number	Unit	Unit title	Pages	Units
T/103/3457	CCLD 421	Provide information about children and families' services	219	<input type="checkbox"/>
A/103/3458	CCLD 422	Co-ordinate work with families	225	<input type="checkbox"/>
T/103/3460	CCLD 423	Manage multi-agency working arrangements	233	<input type="checkbox"/>
Y/103/1619	CCLD 424	Obtain additional finance for the organisation	239	<input type="checkbox"/>
H/103/1588	CCLD 425	Provide leadership in your area of responsibility	249	<input type="checkbox"/>
K/103/1592	CCLD 426	Encourage innovation in your area of responsibility	257	<input type="checkbox"/>
D/103/1590	CCLD 427	Allocate and monitor the progress and quality of work in your area of responsibility	265	<input type="checkbox"/>
K/103/1589	CCLD 428	Ensure health and safety requirements are met in your area of responsibility	275	<input type="checkbox"/>
F/103/3459	CCLD 429	Provide learning opportunities for colleagues	283	<input type="checkbox"/>
L/103/1603	CCLD 430	Manage finance for your area of responsibility	293	<input type="checkbox"/>
A/103/3461	CCLD 431	Contribute to the leadership and management of integrated childcare provision	303	<input type="checkbox"/>
D/103/3422	CCLD 326	Safeguard children from harm	309	<input type="checkbox"/>
A/103/1595	CCLD 333	Recruit, select and keep colleagues	317	<input type="checkbox"/>

Unit Assessment Record

Unit Signature Sheet

(Please PRINT all names clearly)

Centre	
Centre Name	
Centre Number	

Unit Title: CCLD 401 – Establish and develop working relationships		
Element	Date of Completion	Assessor’s Initials
CCLD 401.1 – Establish and develop working relationships with colleagues		
CCLD 401.2 – Establish and develop working relationships with other professionals and agencies		
CCLD 401.3 – Encourage and facilitate others to reflect on practice and share knowledge		

Candidate Declaration	
Candidate name:	Candidate PIN No.:
I confirm that competence has been demonstrated in all the elements of this unit through the agreed assessment procedures. I am satisfied with the ways the process of assessment(s) was conducted and the outcome. I declare that this is entirely my own work.	
Candidate's signature:	Date:

Assessor/Verifier Signatures		
I certify that the candidate has demonstrated competence in all the elements of this unit through the agreed assessment procedures and that it is entirely their own work.		
Assessor's name:	Date:	Signature:
Countersignature's name: (if applicable)	Date:	Signature:
I confirm that I have sampled/not sampled this unit (please delete as appropriate)		
Internal Verifier's name:	Date:	Signature:
Countersignature's name: (if applicable)	Date:	Signature:

Key to Evidence Gathering Methods

Key Letter A: Direct Observations

Key Letter B: Oral and written questions

Key Letter C: Witness Testimony

Key Letter D: Expert Witness Evidence (optional units only)

Key Letter E: Case Studies, projects, assignments

Key Letter F: Reflective Accounts

Key Letter G: Professional Discussion

Key Letter H: Work Products

Key Letter I: Simulation

Key Letter J: Accreditation of prior learning

CCLD 401 Establish and develop working relationships

Elements of Competence

- CCLD 401.1** Establish and develop working relationships with colleagues
- CCLD 401.2** Establish and develop working relationships with other professionals and agencies
- CCLD 401.3** Encourage and facilitate others to reflect on practice and share knowledge

What is this unit about?

This unit is about managing relationships with people important to the setting. Relationships with colleagues, other professionals and agencies are key to ensuring that children receive the best possible provision.

Who is this unit for?

The unit is for you if you have responsibility for supporting others in their work and in ensuring good relationships in a setting or service where the main purpose is children's care, learning and development.

Principles and values

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

Place in the NVQ/SVQ framework

This is a mandatory unit in the Level 4 NVQ/SVQ in Children's Care, Learning and Development. It also occurs as a mandatory unit in the Level 4 Playwork NVQ/SVQ D16

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills	Core Skills
Communication: 4.1, 4.2, 4.3	Communication: Higher
Working with others: 4.1, 4.2, 4.3	Working with Others: Higher
Problem Solving: 4.1, 4.2, 4.3	Problem Solving: Higher

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Colleagues	Other people who work with you in the setting or service to whom you offer support as part of your work role: they may be paid or unpaid
Professionals	Other workers who have professional status either in the same sector or related sectors, representatives of statutory agencies
Inclusion and inclusive practice	A process of identifying, understanding and breaking down barriers to participation and belonging and implementing these principles in your practice
Anti-discriminatory	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

CCLD 401.1 Establish and develop working relationships with colleagues

Performance Criteria	Evidence method	Evidence reference
You need to show that you:		
1. Initiate relationships with colleagues that help them adjust to and develop their roles and responsibilities		
2. Identify and agree with colleagues ways in which you can support each other's roles and responsibilities to maintain and improve provision to children		
3. Identify and agree how you will communicate with each other		
4. Maintain your agreements with colleagues or take the initiative to review arrangements when necessary		
5. Work with colleagues to deal with conflict constructively		

CCLD 401.2 Establish and develop working relationships with other professionals and agencies

Performance Criteria	Evidence method	Evidence reference
1. Identify other professionals and agencies relevant to your work and establish effective working relationships		
2. Clearly define and agree your own role and responsibilities and those of other professionals		
3. Agree common objectives and ways of working and communicating with other professionals and respect these boundaries		
4. Exchange complete, accurate and up-to-date information with other professionals whilst respecting requirements for confidentiality		
5. Work effectively with other professionals to improve provision for children		
6. Acknowledge your own limitations and respect the expertise and responsibilities of other professionals whilst upholding your own professional expertise		
7. Maintain relationships with other professionals which are in line with good practice, values and ethical requirements		
8. Handle any disagreements and complaints promptly, positively and in line with organisational procedures and professional guidelines		

CCLD 401.3 Encourage and facilitate others to reflect on practice and share knowledge

Performance Criteria	Evidence method	Evidence reference
You need to show that you: 1. Create opportunities for others to discuss the work they are doing		
2. Foster an environment in which others feel able to discuss their progress and share any concerns or challenges they are facing		
3. Allow others to discuss what they do and actively listen to what they have to say		
4. Help others to structure, evaluate and learn from their experiences		
5. Reflect on and learn from what others have experienced and learned themselves		
6. Share information and knowledge with others to assist them in dealing with challenges		
7. Identify when the difficulties which others are facing are beyond your level of expertise and refer them to an appropriate source of advice and support		
8. Encourage and create opportunities for others to share their experiences more widely so that provision can be improved		

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

	Evidence method	Evidence reference
K4M746 Relevant legal requirements and procedures covering confidentiality and the disclosure of information		
K4M747 The types of information that should be treated confidentially: who you can and cannot share this information with		
K4P748 The meaning of anti-discriminatory/inclusive practice and how to integrate this into your relationships with children and other adults		
K4C749 The processes you should follow to help colleagues adjust to and develop their roles and responsibilities		
K4C750 The importance of making sure each team member understands and supports the roles and responsibilities of others and how to make this happen		
K4C751 The importance of good communications with all types of colleagues and communication methods you should use		
K4C752 The importance of maintaining agreements with colleagues and what to do if you are unable to maintain agreements		
K4C753 Why it is important to share information and knowledge with your colleagues and methods you can use to do this		
K4P754 Why it is important to encourage others to give you feedback on your performance and how to deal with this feedback		

	Evidence method	Evidence reference
K4C755	Types of conflict that may occur with colleagues and how to resolve these in a constructive way	
K4M756	The types of other professionals with whom you should liaise	
K4M757	Why it is important to establish and agree respective roles and responsibilities with other professionals and how to do so	
K4C758	Why it is important to agree common objectives, ways of working and communicating with other professionals and how to do so	
K4M759	The importance of respecting professional boundaries and how to do so	
K4C760	The importance of effective communication with other professionals and how to communicate with other professionals in a way that meets their expectations	
K4M761	Why it is important to be aware of the limitations of your own expertise and responsibilities and respect the expertise and responsibilities of other professionals	
K4C762	When it is important to assert your own expertise when working with other professionals and how to do so in a way that will maintain an effective relationship	
K4M763	Good practice, values and ethical requirements when liaising with other professionals	
K4M764	How to handle disagreements with other professionals and inter-agency misunderstandings	
K4P765	Why it is important to show respect for other adults' individuality and how to do so	
K4C766	How, why and when it may be necessary to adapt the way you communicate to meet the needs of other adults	
K4C767	Typical situations that may cause conflict with other adults, how to deal with these effectively and support colleagues who may be involved in these situations	

	Evidence method	Evidence reference
K4M768 The importance of all those involved with children sharing knowledge and experience		
K4M769 How to create or make use of opportunities for others to discuss their experiences		
K4C770 How to foster an environment in which people feel happy to discuss what they are doing and the challenges they face		
K4C771 Essential skills in listening to others and helping them to evaluate and learn from their experiences		
K4P772 The importance of you learning from the experiences and knowledge of others		
K4M773 The types of situations that may occur when the challenges facing others exceed the limits of your own expertise and the procedures you must follow		
K4C774 How to encourage colleagues to share their experiences and knowledge more widely		

Unit Assessment Record

Unit Signature Sheet

(Please PRINT all names clearly)

Centre
Centre Name
Centre Number

Unit Title: CCLD 402 – Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being		
Element	Date of Completion	Assessor’s Initials
CCLD 402.1 – Protect children’s rights to equality of access, inclusion and participation		
CCLD 402.2 – Support the maintenance of policies and procedures for safeguarding children		
CCLD 402.3 – Support the integration of procedures for safeguarding children into systems and practices		
CCLD 402.4 – Support the maintenance of policies, procedures and practice for the well-being of children		

Candidate Declaration	
Candidate name:	Candidate PIN No.:
<p>I confirm that competence has been demonstrated in all the elements of this unit through the agreed assessment procedures. I am satisfied with the ways the process of assessment(s) was conducted and the outcome. I declare that this is entirely my own work.</p>	
Candidate's signature:	Date:

Assessor/Verifier Signatures		
<p>I certify that the candidate has demonstrated competence in all the elements of this unit through the agreed assessment procedures and that it is entirely their own work.</p>		
Assessor's name:	Date:	Signature:
Countersignature's name: (if applicable)	Date:	Signature:
<p>I confirm that I have sampled/not sampled this unit (please delete as appropriate)</p>		
Internal Verifier's name:	Date:	Signature:
Countersignature's name: (if applicable)	Date:	Signature:

Key to Evidence Gathering Methods

Key Letter A: Direct Observations

Key Letter B: Oral and written questions

Key Letter C: Witness Testimony

Key Letter D: Expert Witness Evidence (optional units only)

Key Letter E: Case Studies, projects, assignments

Key Letter F: Reflective Accounts

Key Letter G: Professional Discussion

Key Letter H: Work Products

Key Letter I: Simulation

Key Letter J: Accreditation of prior learning

CCLD 402 Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being

Elements of Competence

- CCLD 402.1** Protect children's rights to equality of access, inclusion and participation
- CCLD 402.2** Support the maintenance of policies and procedures for safeguarding children
- CCLD 402.3** Support the integration of procedures for safeguarding children into systems and practices
- CCLD 402.4** Support the maintenance of policies, procedures and practice for the well-being of children

What is this unit about?

This unit is about policies, practices and procedures that underpin an effective service with reference to safeguarding children, protecting equality of access, inclusion and participation and maintaining a safe and healthy environment. The unit requires awareness of multi-agency working, information and resources to support children and to empower them to protect themselves, according to their age, needs and abilities. It includes assessment of risk, and the monitoring, reviewing and evaluating of practice.

Who is this unit for?

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This unit is suitable if you have significant management responsibility for children's access, inclusion, safeguarding and protection across a service or setting or if you are a lead/senior practitioner or work in support of others and your work requires the application of knowledge and skills in a broad range of complex technical or professional work activities.

Principles and values

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

Place in the NVQ/SVQ framework

This is a mandatory unit in the Level 4 Children's Care, Learning and Development NVQ/SVQ.

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills	Core Skills
Communication: 4.1, 4.2, 4.3	Communication: Higher
Working with Others: 4.1, 4.2, 4.3	Working with Others: Higher
Problem Solving: 4.1, 4.2, 4.3	Problem Solving: Higher

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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
Children	Children with whom you are working, except where otherwise indicated
Embed	Integrate firmly and deeply
Equality of access	Ensuring that discriminatory barriers to access are removed and taking positive account of children's individual needs in terms of access
Ethnic/ethnicity	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
Families	Includes parents (mothers and fathers) 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
Positive health	Promoting health improvement, not simply reacting to illness or disease; health as mental, emotional, social and physical well-being

- Safeguarding** Includes protecting children from abuse and neglect, alongside supporting their welfare
- Statutory and regulatory requirements** Legal requirements, regulatory requirements
- Systems** Arrangements, planning and organisation, the way you do things
- Risk assessment** The assessments that must be carried out in order to identify hazards and find out the safest way to carry out certain tasks and procedures
- CCLD 402.1 Protect children's rights to equality of access, inclusion and participation

Performance Criteria	Evidence method	Evidence reference
You need to show that you: 1. Support policies and procedures for equality of access, anti-discrimination, inclusion and participation for children, consistent with local and national policy, legislation, regulatory requirements and current guidance		
2. Ensure policies and procedures for equality of access, inclusion and participation are regularly reviewed and relevant data is collected, analysed and evaluated		
3. Support the identification of barriers to access, inclusion and participation and work with others to remove barriers		
4. Support the implementation of anti-discriminatory approaches		
5. Implement improvements (or support others in implementing improvements) to the service as a result of the monitoring and review processes, according to your role and responsibility		
6. Ensure information is available for children about their rights, according to their age, needs and abilities		

CCLD 402.2 Support the maintenance of policies and procedures for safeguarding children

Performance Criteria	Evidence method	Evidence reference
You need to show that you:		
1. Maintain policies and procedures (or support others) for the safeguarding and protection of children consistent with local and national policy, regulatory requirements and current guidance		
2. Support the implementation of policies and procedures on safe working practices for the protection of adults who work with children		
3. Use feedback from children, families, colleagues, other agencies and professionals to support the review of policies and procedures		
4. Work with colleagues to support the implementation of improvements to the service as a result of the monitoring and review processes		
5. Identify relevant, accurate and up-to-date resources to support children's safeguarding and protection		
6. Support inter-agency work with other professionals and agencies to support children's safeguarding and protection		

CCLD 402.3 Support the integration of procedures for safeguarding children into systems and practices

Performance Criteria	Evidence method	Evidence reference
You need to show that you:		
1. Ensure that the child's interests are paramount in developing and embedding systems and practices for children's safeguarding and protection		
2. Ensure children are involved at all stages in systems and practices affecting their safety, well-being and safeguarding, according to their age, needs and abilities		
3. Work with others to support the assessment of risk for children within the service or setting, ensuring that children are empowered to participate in assessing risk according to their age, needs and abilities		

Performance Criteria	Evidence method	Evidence reference
4. Facilitate appropriate responses to children who may disclose abuse		
5. Ensure that others are aware of issues concerning child safety, safeguarding and protection and can voice their concerns about specific children and families		
6. Clearly agree the boundaries of confidentiality in advance of any discussion relating to safeguarding and protecting children		
7. Access support and training for yourself and others who are involved in safeguarding children		
8. Facilitate appropriate opportunities for children to learn to protect themselves		

CCLD 402.4 Support the maintenance of policies, procedures and practice for the well-being of children

Performance Criteria	Evidence method	Evidence reference
This is the national standard which you must meet:		
1. Support the maintenance of policies and procedures for the health and safety of children in your setting or service, consistent with local and national policy, regulatory requirements and current guidance		
2. Identify with others relevant, accurate and up-to-date resources to support children's health, safety and well-being		
3. Ensure that others are aware of relevant information about healthy lifestyles for children's well-being, including healthy eating and exercise, the possible effects of food allergies and the importance of closely liaising with parents about their child's health and well-being		
4. Work with other professionals and agencies to support children's health and safety, according to your role and responsibility		
5. Support the regular monitoring, review and evaluation of the effectiveness of policies and procedures, using feedback from children, families, colleagues and other professionals		

Performance Criteria	Evidence method	Evidence reference
6. Support the assessment of risk for children, ensuring that children participate in assessing risk according to their age, needs and abilities		
7. Work with others to identify and support the implementation of improvements to the service as a result of the monitoring and review processes		

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

	Evidence method	Evidence reference
K4P775 Legislation covering children's rights and laws covering equality and inclusion within your home country. How these are interpreted and implemented in your local area and within your setting or service		
K4H776 Legal and regulatory arrangements covering health and safety for children, colleagues, families and visitors in your setting or service. Settings safety, safeguarding and protection, and emergency procedures and policies: how these can be implemented and remain current, including controls on substances harmful to health and other key aspects of health and safety		
K4H777 The general responsibility for health and safety that applies to all colleagues and to employers. How this is implemented and colleagues remain fully informed and updated		
K4P778 Regulations covering manual handling and the risks associated with lifting and carrying children. The steps employers and senior colleagues in the setting or service need to take to protect themselves and other colleagues		

	Evidence method	Evidence reference
K4S779 The statutory and regulatory requirements covering safeguarding and protecting children in your setting or service		
K4S780 Local safety, safeguarding and protection agency policies, procedures and guidance and those of your setting or service. The duty of all within the sector to safeguard children, including: Whistle blowing where there are concerns about colleagues or in other difficult circumstances Where your concerns may not be seen to be taken seriously or followed through when following normal procedures		
K4P781 Work with children in the context of the UN Convention on the Rights of the Child, e.g. the child's right to self-expression, play, cultural identity, freedom from exploitation		
K4P782 The various forms of discrimination, the groups most likely to experience discrimination and the possible effects of discrimination on the children and families		
K4D1116 The negative effects of inequalities on all children: this must include the negative effects on children who are not themselves directly experiencing inequality		
K4D783 What barriers to participation and difficulties in accessing provision and services might be, e.g. language, mobility; lack of information about services, apprehension about how children will fare using services and how you would use policies and procedures to ensure these were recognised and addressed		
K4P784 The resources and information available in the community to support equality of access, inclusion and participation		
K4P785 Organisational strategies and practice issues to ensure equal access and compliance with legislation for disabled children and children with special educational needs (in Scotland additional support needs) within your home country		
K4P786 Use of the planning cycle to evaluate and implement improvements to the service		

	Evidence method	Evidence reference
K4M787 The procedures involved in inter-agency working, including setting up and participating in multi-disciplinary meetings, ensuring mutual professional respect and accountability, coping with the anxiety that may interfere with effective inter-agency communication		
K4H788 Principle models and practices involved in formal risk assessment affecting children's health and safety, safeguarding and protection taking into account the age, needs and abilities of the child		
K4P789 Opportunities for relevant and accessible training and professional development that are available nationally, and in your locality		
K4H790 Sources of information, current research and best practice into what is understood by positive health and well-being for children, and how this information can inform practice in your setting		
K4H791 Strategies to ensure accurate health information and requirements from parents and families is used to inform the care, learning and development of their children e.g. information on food allergies, allergic reactions, chronic illness and use of medications		
K4H792 Children's nutritional requirements and the principles of healthy eating, according to government guidelines		
K4D793 The role of physical exercise and activity in promoting positive mental and physical health		
K4S794 Understanding what increases a child's vulnerability to abuse and exploitation and the importance of empowerment, confidence and resilience for a child's welfare. Recognition of social factors e.g. substance abuse, and the possible behaviours of adults involved in abuse		
K4S795 Indicators of child abuse and appropriate responses to disclosures of abuse, according to the age, needs and abilities of the child		
K4S796 Safe working practices that protect children and adults who work with them		
K4M797 Data protection and confidentiality and security of information relevant for your work		

	Evidence method	Evidence reference
K4M798 Methods involved in data collection, monitoring and reviewing the effectiveness of procedures and practice, including consultation with children and families		
K4H799 Key factors and influences on children's health and safety, covering social, environmental, cultural, ethnic, gender, language and communication, abilities and disabilities, stage of development		
K4D800 The importance of promoting children's assertiveness, self confidence and self-esteem to enable them to protect themselves, how to adapt practice for different circumstances and to support colleagues		
K4P801 Sources of information and personal support for practitioners and settings		
K4S 1120 The legislation, guidelines and policies which form the basis for action to safeguard children		

Unit Assessment Record

Unit Signature Sheet

(Please PRINT all names clearly)

Centre	
Centre Name	
Centre Number	

Unit Title: CCLD 403 – Support programmes for the promotion of children's development		
Element	Date of Completion	Assessor’s Initials
CCLD 403.1 – Support procedures for the regular monitoring and assessment of children's development		
CCLD 403.2 – Ensure provision meets children's developmental needs		
CCLD 403.3 – Ensure provision supports children's positive behaviour		
CCLD 403.4 – Support the monitoring and evaluation of recording procedures for the assessment of children's development		

Candidate Declaration	
Candidate name:	Candidate PIN No.:
I confirm that competence has been demonstrated in all the elements of this unit through the agreed assessment procedures. I am satisfied with the ways the process of assessment(s) was conducted and the outcome. I declare that this is entirely my own work.	
Candidate's signature:	Date:

Assessor/Verifier Signatures		
I certify that the candidate has demonstrated competence in all the elements of this unit through the agreed assessment procedures and that it is entirely their own work.		
Assessor's name:	Date:	Signature:
Countersignature's name: (if applicable)	Date:	Signature:
I confirm that I have sampled/not sampled this unit (please delete as appropriate)		
Internal Verifier's name:	Date:	Signature:
Countersignature's name: (if applicable)	Date:	Signature:

Key to Evidence Gathering Methods

Key Letter A: Direct Observations

Key Letter B: Oral and written questions

Key Letter C: Witness Testimony

Key Letter D: Expert Witness Evidence (optional units only)

Key Letter E: Case Studies, projects, assignments

Key Letter F: Reflective Accounts

Key Letter G: Professional Discussion

Key Letter H: Work Products

Key Letter I: Simulation

Key Letter J: Accreditation of prior learning

CCLD 403 Support programmes for the promotion of children's development

Elements of Competence

- CCLD 403.1** Support procedures for the regular monitoring and assessment of children's development
- CCLD 403.2** Ensure provision meets children's developmental needs
- CCLD 403.3** Ensure provision supports children's positive behaviour
- CCLD 403.4** Support the monitoring and evaluation of recording procedures for the assessment of children's development

What is this unit about?

This unit is about supporting the assessment of children's development and behaviour, and the promotion of 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 for the age range of the children for whom you are developing programmes.

Who is this unit for?

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This unit is suitable if you co-ordinate the assessment of children's development and programmes to promote development, or if you support others undertaking these tasks. You may be a manager, supervisor or lead/senior professional or work in support of others within a setting or service with wide-ranging responsibilities for the provision of appropriate programmes, curricula or developmental activities for children.

Principles and values

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

Place in the NVQ/SVQ framework

This is a mandatory unit in the Level 4 NVQ/SVQs Children's Care, Learning and Development.

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills	Core Skills
Communication: 4.1, 4.3	Communication: Higher
Working with Others: 4.1, 4.2, 4.3	Working with Others: Higher
Problem Solving: 4.1, 3.2, 3.3	Problem Solving: Higher
Application of Number: 2.1, 2.2, 2.3	Numeracy: Intermediate 1
ICT: 2.1, 2.2, 2.3	IT: Intermediate 1

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Children	Children with whom you are working, except where additional requirements are indicated
Evolutionary perspectives	Play as a fundamental part of the development and adaptation of the human species
Families	Includes parents (mothers and fathers) 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
Media	TV, video, radio, news media, internet
Positive behaviour	Behaviour that demonstrates respect and value; behaviour that is not abusive or derogatory, either physically, emotionally or sexually
Positive relationships	Relationships that benefit the children and the children's ability to participate in and benefit from the setting
Reliable	Can be trusted to be accurate
Valid	Relevant and appropriate to the circumstances

CCLD 403.1 Support procedures for the regular monitoring and assessment of children's development

Performance Criteria	Evidence method	Evidence reference
You need to show that you:		
1. Co-ordinate procedures (or support others) in the regular observation, assessment and review of children's development		
2. Clearly define the roles and responsibilities of those involved		
3. Ensure sufficient time and resources are allocated to support regular observations and assessments		
4. Ensure children and families are involved and consulted about observations and assessments		
5. Ensure assessments of children are valid and reliable, drawing on a range of different information sources and supporting colleagues who are involved		
6. Develop, or support others to develop, the use of different methods for observing and assessing children according to the purpose of the assessment		

CCLD 403.2 Ensure provision meets children's developmental needs

Performance Criteria	Evidence method	Evidence reference
You need to show that you:		
1. Use monitoring information to inform provision to meet children's developmental needs		
2. Plan or support others to plan balanced and flexible provision to meet individual children's needs and the needs of the group		
3. Identify types of additional support for children who require it and ensure this support is available, according to your role and responsibility		
4. Ensure children are involved in planning and provision to meet their developmental needs, according to their age, needs and abilities		
5. Regularly monitor, check and record children's progress or support others to do this		

CCLD 403.3 Ensure provision supports children's positive behaviour

Performance Criteria	Evidence method	Evidence reference
You need to show that you:		
1. Co-ordinate (or support others to co-ordinate) systems, procedures and practices that support children's positive behaviour		
2. Ensure expectations for children's positive behaviour are communicated to children, families, adults working within the setting, other agencies and professionals who are involved with individual children		
3. Identify and support the establishment of methods and techniques for supporting positive behaviour		
4. Support work with children and families to establish and maintain positive relationships		
5. Regularly evaluate the effectiveness of the support for positive behaviour offered by the provision, and support the implementation of improvements to the service		

CCLD 403.4 Support the monitoring and evaluation of recording procedures for the assessment of children's development

Performance Criteria	Evidence method	Evidence reference
This is the national standard which you must meet:		
1. Monitor and evaluate (or support others to monitor and evaluate) record keeping procedures to ensure that records are regularly and accurately updated		
2. Support the involvement of children and families in the recording of information as appropriate to the circumstances		
3. Check and monitor the understanding of those involved in keeping records of children's progress		
4. Support the maintenance of confidential and secure records, according to the procedures of the setting or service and except where the welfare of the child is at stake		
5. Support referral systems where concerns are expressed about children's progress		

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

	Evidence method	Evidence reference
K4M802 The need for confidentiality and care when dealing with sensitive information about children and families. Security arrangements for storing and retrieving information in your setting and the reasons for them		
K4M797 Data protection and confidentiality and security of information relevant to your work		
K4D804 The requirement for valid and reliable data when making assessments of children's development, what this means, and how it can be implemented		
K4D805 Techniques of observation for different purposes, e.g. running records, structured checklists and pre-coded categories, time or event sampling, their strengths and weaknesses		
K4D374 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		
K4D375 The circumstances and rationale for the use of formative and summative assessments within your setting or service		
K4D376 Relevant research into the influences on how children develop and how this research may influence practice		
K4P377 The need for evidence-based practice, what this means and how it affects practice in your area of responsibility		
K4M378 Appropriate agencies for referral of children when you have concerns about development, the role and purpose of different agencies, the benefits of a multi-agency approach		

	Evidence method	Evidence reference
K4M379 The range of professionals who work within children's services or who may be relevant to children's services, the benefits of a multi-professional approach		
K4D380 Principles of supporting positive behaviour in children based on different theoretical perspectives		
K4M381 Preferred formats for recording information and rationale for their use		
K4M382 Protocols for sharing information and the fitness for purpose of those selected		
K4D383 The developmental nature of childhood and the holistic, integrated nature of development		
K4D384 That children develop at widely different rates, but in broadly the same sequence		
K4D385 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		
K4D806 Significant theoretical perspectives on: <ul style="list-style-type: none"> • Children as learners: programmed learning, laissez faire approaches, social constructivism including schema, scaffolding learning, learning styles • Language theories • Development of self-esteem and identity, emotional well-being, emotional intelligence • Early brain development • Role and purpose of play: play and learning, play types, evolutionary perspectives, play and life skills, flexibility and thinking, neurological development and play, play and identity 		

	Evidence method	Evidence reference
<p>K4D807 Detailed knowledge and understanding of children and young people's development in the following areas linked to an in-depth knowledge and understanding of theoretical perspectives, including:</p> <ul style="list-style-type: none"> • Physical development • Communication, intellectual development and learning • Social, emotional and behavioural development • In each of the age groups: <ul style="list-style-type: none"> - Birth-3 years - 3-7 years - 7-12 years - 12-16 years 		
<p>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.</p>		
<p>K4D808 How to promote children's development from Birth to 3 years, how and why you:</p> <ol style="list-style-type: none"> 1. Provide a healthy, safe, secure and encouraging environment in partnership with families 2. Work within frameworks to support inclusion and anti-discriminatory practice 3. Ensure the close and consistent relationships required for this age range and the implications for babies and very young children whose attachments are not secure 4. Manage and organise environments for babies and young children that facilitate emotionally secure attachments and encourage emotional well-being and intelligence 		

	Evidence method	Evidence reference
<ol style="list-style-type: none"> 5. Provide programme and activities to support intellectual development and learning, covering: <ol style="list-style-type: none"> a. Attention b. Concentration c. Persistence d. Exposure to different and varied concepts e. Motivation f. Challenging and stimulating learning and love of learning 6. Provide programmes and activities to support communication, language and literacy, including: <ol style="list-style-type: none"> a. Verbal and non-verbal communication strategies b. Listening, watching, talking, early recognition of print, mark making, including strategies for use with children experiencing barriers to developing literacy c. Adapting strategies where learning is through an additional language d. Adapting strategies where there are communication barriers e. Bilingual; and multilingual settings f. Using ICT 7. Encourage realistic, positive, consistent and supportive responses to children's behaviour 8. Adapt your practice and support all children for whom you are responsible, including those with disabilities and special educational needs 9. Model good practice and support other adults involved in service delivery 		

	Evidence method	Evidence reference
<p>K4D809 How to promote children's development from 3 to 7 years, how and why you:</p> <ol style="list-style-type: none"> 1. Provide a safe, secure and encouraging environment 2. Develop positive and consistent relationships 3. Provide opportunities for children to assess and take risks and face challenges 4. Work within a framework for inclusion and anti-discriminatory practice, meeting individual and group needs 5. Adapt your practice and model to others how support can be given to all children in your care, including those with disabilities and special educational needs 6. Provide programmes and activities to support intellectual development and learning covering: <ol style="list-style-type: none"> a. Attention b. Concentration c. Persistence d. Exposure to different and varied concepts e. Motivation f. Challenging and stimulating learning and love of learning 7. Provide programmes and activities to support communication, language and literacy including: <ol style="list-style-type: none"> a. Verbal and non-verbal communication strategies b. Listening, watching, talking, early reading and writing, strategies for use with children experiencing barriers to developing literacy c. Adapting strategies where learning is through an additional language d. Adapting strategies where there are communication barriers e. Bilingual and multilingual settings f. Using ICT 		

	Evidence method	Evidence reference
<ul style="list-style-type: none"> 8. Provide appropriate resources for learning 9. Support frameworks for positive behaviour, including modelling positive behaviour, rewarding positive behaviour, non-confrontational techniques such as distraction, explanation, removal of children or items, removal of adult attention 10. Model good practice and support other adults in involved in service delivery 		
<p>K4D810 How to promote children's development from 7 to 12 years. You need to know how to:</p> <ul style="list-style-type: none"> 1. Provide a secure, encouraging and supportive environment that promotes a positive identity 2. Provide opportunities for children to assess and take risks and face challenges according to their age, needs and abilities 3. Answer questions with sensitivity, encouraging independence and being available in a supportive role 4. Recognise the influences of media, peer group and school and support children's self-confidence and resilience 5. Give meaningful praise and encouragement 6. Support children's development and learning by providing opportunities for exploration and diverse experiences (physical, intellectual, emotional and social) 7. Encourage a wide range of communication strategies, including use of books, ICT 8. Adapt strategies for children where learning is through an additional language or where there are communication difficulties 9. Model good practice and support other adults involved in service delivery 10. Promote children's health and well-being 11. Recognise and acknowledge children's particular needs as they go towards puberty and adolescence 		

	Evidence method	Evidence reference
<p>K4D811 How to promote young people's development from 12 to 16 years. You need to know how to:</p> <ol style="list-style-type: none"> 1. Provide an encouraging, safe and emotionally secure environment that recognises approaching adulthood and supports a positive identity 2. Provide opportunities for children to assess and take risks and face challenges 3. Answer questions with sensitivity and be available in a supportive role 4. Negotiate and communicate with children, valuing and incorporating their opinions and views 5. Encourage a wide range of communication strategies, including ICT 6. Recognise the influences of media, peer pressures and popular culture and support children's self confidence and resilience 7. Provide information and support for young people's health and well-being 8. Identify sources of support and information as young people make career, education and training choices, being aware that some will require basic skills support 9. Recognise and acknowledge children's particular needs as they go through puberty and adolescence and become adults 		

	Evidence method	Evidence reference
K4T 1113 Support children through transitions in their lives e.g: <ul style="list-style-type: none"> • Children from 0 to 3 years as they make transitions from home, between settings or areas (geographical or emotional) • Children from 4 to 7 years as they make transitions such as moving to a new school • Children from 7 to 12 years as they make transitions i.e. as they move between different settings • Children from 12 to 16 years as they make transitions e.g. recognise and acknowledge children's particular needs as they go through puberty and adolescence and become adults 		
K4D 1114 Strategies that are available for the promotion of positive behaviour, that do not involve physical punishment or humiliating children and are sensitive to the level of challenge in the child's behaviour		

Unit Assessment Record

Unit Signature Sheet

(Please PRINT all names clearly)

Centre
Centre Name
Centre Number

Unit Title: CCLD 404 – Reflect on, review and develop own practice

Element	Date of Completion	Assessor's Initials
CCLD 404.1 – Investigate ways of reflecting on, reviewing and evaluating own practice		
CCLD 404.2 – Reflect on and develop practice		
CCLD 404.3 – Take part in continuing professional development		

Candidate Declaration**Candidate name:** _____ **Candidate PIN No.:** _____

I confirm that competence has been demonstrated in all the elements of this unit through the agreed assessment procedures. I am satisfied with the ways the process of assessment(s) was conducted and the outcome. I declare that this is entirely my own work.

Candidate's signature: _____ **Date:** _____**Assessor/Verifier Signatures**

I certify that the candidate has demonstrated competence in all the elements of this unit through the agreed assessment procedures and that it is entirely their own work.

Assessor's name: _____ **Date:** _____ **Signature:** _____**Countersignature's name:** _____ **Date:** _____ **Signature:** _____
(if applicable)

I confirm that I have sampled/not sampled this unit (please delete as appropriate)

Internal Verifier's name: _____ **Date:** _____ **Signature:** _____**Countersignature's name:** _____ **Date:** _____ **Signature:** _____
(if applicable)

Key to Evidence Gathering Methods

Key Letter A: Direct Observations

Key Letter B: Oral and written questions

Key Letter C: Witness Testimony

Key Letter D: Expert Witness Evidence (optional units only)

Key Letter E: Case Studies, projects, assignments

Key Letter F: Reflective Accounts

Key Letter G: Professional Discussion

Key Letter H: Work Products

Key Letter I: Simulation

Key Letter J: Accreditation of prior learning

CCLD 404 Reflect on, review and develop own practice

Elements of Competence

CCLD 404.1 Investigate ways of reflecting on, reviewing and evaluating own practice

CCLD 404.2 Reflect on and develop practice

CCLD 404.3 Take part in continuing professional development

What is this unit about?

This unit is about the competence you need to reflect on and evaluate your practice, drawing on current policy and research. Reflecting on practice is a tool for self-evaluation and will enable you to develop and learn from assessing your own performance. 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 you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This unit is suitable if you have management responsibilities or are a lead/senior practitioner with significant responsibility within your work.

Principles and values

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

Place in the NVQ/SVQ framework

This is a mandatory unit in the Level 4 Children's Care, Learning and Development NVQ/SVQ.

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills	Core Skills
Communication: 3.1, 3.2, 3.3	Communication: Intermediate 2
Improving own Learning and Performance: 4.1, 4.2, 4.3	Working with Others: Intermediate 2
Working with Others: 3.2, 3.3	Problem Solving: Higher
Problem Solving: 4.1, 4.2, 4.3	

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Continuing professional development

Ongoing 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

CCLD 404.1 Investigate ways of reflecting on, reviewing and evaluating own practice

Performance Criteria	Evidence method	Evidence reference
You need to show that you:		
1. Draw on sources of current policy, research and up-to-date thinking, review potential areas of own practice that require development		
2. Monitor processes, practices and outcomes from your own work to assist in deciding priority areas for change and development of own practice		
3. Research how reflective practice can be used positively to develop own practice		
4. Identify and research ways of reviewing and evaluating own practice		

CCLD 404.2 Reflect on and develop practice

Performance Criteria	Evidence method	Evidence reference
You need to show that you:		
1. Evaluate your own performance (achievements, strengths and weaknesses)		
2. Reflect on the processes, practices and outcomes from your own work		
3. Reflect on your interactions with others		
4. Share your reflections with others and use their feedback to help develop your practice		
5. Use reflection to solve problems		
6. Use reflection to develop own practice		
7. Evaluate the effectiveness of reflection as a tool for developing own practice		

CCLD 404.3 Take part in continuing provisional development

Performance Criteria	Evidence method	Evidence reference
You need to show that you:		
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		

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

	Evidence method	Evidence reference
K4P812 Why reflection on practice and evaluation of personal effectiveness is important		
K4P813 How learning through reflection can increase professional knowledge and skills		
K4P814 How reflection can enhance and use personal experience to increase confidence and self-esteem		

	Evidence method	Evidence reference
K4D815 Techniques of reflective analysis: Questioning what, why and how Seeking alternatives Keeping an open mind Viewing from different perspectives Thinking about consequences Testing ideas through comparing and contrasting Asking 'what if....?' Synthesising ideas Seeking, identifying, and resolving problems		
K4P816 Reflection as a tool for contrasting what we say we do and what we actually do		
K4P817 How to use reflection to challenge existing practice		
K4P818 The difficulties that may occur as a result of examining beliefs, values, and feelings		
K4P819 Up-to-date public policy affecting your work and how this is interpreted locally and within your setting or service		
K4D820 How to assess further areas for development in your skills and knowledge through reflection, feedback literature searches, review of theory including current and emerging research		
K4P821 How to develop a personal development plan with objectives that are specific, measurable, achievable, realistic and with timescales		
K4P822 The availability and range of suitable training and development opportunities		
K4M823 The importance of integrating new information and/or learning in order to meet current best practice, quality schemes or regulatory requirements		

Section 3

Mapping of Key Skills Level 4 and mapping to the wider curriculum

Available on the CACHE website www.cache.org.uk

Section 4

Key Words and Concepts

Section 4

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this NVQ. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way.

This is a list of all the words used in the NVQ. In each unit you will find a smaller list of specific words used in that unit.

Additional interventions	Additional to what is normally provided as part of the setting's usual curriculum and support
Age, understanding and preference	Talking, or communicating so that you do not use words or phrases that children or parents cannot understand: this includes using jargon or some professional terms. It is also about using the language and method of communication that is the choice of the child or parents you are communicating with
Agencies	Organisation or service where professional activity or business takes place
Alternative and Augmentative Communication	This refers to any device, system or method of communication that helps individuals with communication difficulties to communicate more easily and effectively: e.g. communication boards, voice output communication aids, sign language, using symbols or facial expressions, and gestures
Anti-discriminatory	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
At risk of harm	A child who may be in danger of physical, sexual or emotional injury, assault or damage
Babies	Infants under 1 year
Barriers to communication	Anything that prevents the child communicating with others or making relationships, e.g. hearing, speech or visual loss, lack of support services, mental health issues, learning disabilities

Children	Children in the settings; and Children with whom you are working, except where otherwise indicated
Colleagues (Unit 412)	<ol style="list-style-type: none"> 1. Working at the same level 2. Line managers 3. New staff 4. Volunteers 5. Casual workers
Colleagues (Unit 401)	Other people who work with you in the setting or service to whom you offer support as part of your work role: they may be paid or unpaid
Colleagues (Units 407, 409, 418)	Other people who work with you in your provision: they can be working at the same level, line managers, volunteers, casual workers, paid or unpaid
Communication	Verbal and non-verbal
Complaints and grievances	These may be formal or informal and variable in how serious they are
Contemporary notes	Notes written immediately an event or occurrence has happened: notes can only be contemporary if they are written at the time, otherwise they are 'retrospective' notes
Continuing professional development	Ongoing training and professional updating
Creative Development	Expressive and aesthetic development, expressing and creating ideas, feelings and imagination, using the senses and trying new experiences and ways of doing things, exploring and innovating
Creativity	The ability to make links and connections between one area of learning and another and therefore extend understanding
Curriculum for early education	This can apply to formal early education curriculum frameworks or less formal opportunities that take place in practice with children
Curriculum for early learning	This can apply to formal curriculum frameworks or less formal opportunities that take place in practice with children who are not participating in early education

Data analysis tools	Anything used to help analyse your data e.g. Software, statistical applications
Differentiated curriculum (Unit 415)	A curriculum that is responsive to the learners' needs
Differentiated curriculum (Units 407, 419)	The curriculum that is responsive to the learner's needs i.e. not presenting the same curriculum to everyone
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
Embed	Integrate firmly and deeply
Environment	The place, setting or service where you work with children (can be outside the premises, if part of your work)
Equality of access (Unit 402)	Ensuring that discriminatory barriers to access are removed and taking positive account of children's individual needs in terms of access
Equality of access (Units 412, 419)	Ensuring that discriminatory barriers to access are removed, allowing for children's individual needs and that information about provision is accessible to all families in the community
Equality of access (Unit 407)	Ensuring that discriminatory barriers to access are removed and allowing for children's individual needs
Equality of access (Unit 414)	Ensuring that discriminatory barriers to access are removed and that information about provision is accessible to all families in the community
Ethnic/ethnicity	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
Evolutionary perspectives	Play as a fundamental part of the development and adaptation of the human species
Exploration	Look into and find out about, thoroughly examine something, such as objects, ideas, people

Families	Includes parents (mothers and fathers) 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
Graduated approach	A step-by-step approach, trying and evaluating new strategies and following the requirements of codes of practice or legal requirements within your home country
ICT (Information and Communication Technology)	Examples are computers, calculators, electronic devices, audiovisual equipment, programmable toys and digital cameras
Inclusion	A process of identifying, understanding and breaking down barriers to participation and belonging
Inclusion and inclusive practice	A process of identifying, understanding and breaking down barriers to participation and belonging and implementing these principles in your practice
Inspection	A system to provide a regular check to ensure that providers of childcare meet regulatory requirements
Integrated provision	Seamless, interconnected and closely related provision, sometimes delivered to children and families by one organisation or through a single point of contact
Intellectual development	Development of thought, reasoning, concept development, concentration and attention
Literature search	Looking up existing relevant information on your topic, using text books, journals and published work, internet and other sources
Media	TV, video, radio, news media, internet
Multi-disciplinary team	Colleagues from different disciplines and occupational backgrounds who may work in peripatetic roles or alongside in daily work
Others who are involved	Children, families, other agencies, other professionals
Parents	Those (mothers and fathers) who have formally and legally acknowledged parental responsibility for the continuous care and well-being of the child in question, whether biologically related or not

Personal, social and emotional development	Dispositions and attitudes, social and emotional development
Physical development	Development of large and small muscles, co-ordination, balance, locomotion and spatial awareness
Positive behaviour (Unit 406)	Behaviour that is welcomed and supports and affirms children
Positive behaviour (Unit 403)	Behaviour that demonstrates respect and value; behaviour that is not abusive or derogatory, either physically, emotionally or sexually
Positive health	Promoting health improvement, not simply reacting to illness or disease; health as mental, emotional, social and physical well-being
Positive images	Accurate, non-stereotypical representations of people reflecting the wider community
Positive relationships	Relationships that benefit the children and the children's ability to participate in and benefit from the setting
Problem solving development	Finding solutions for problems, early mathematical thinking and
Procedures and protocols	The way things are done in your setting; these may be the way things are done throughout a large organisation, or just in your own setting
Processes, practices and outcomes	How you do things, what you do and what you achieve
Professionals	Other workers who have professional status either in the same sector or related sectors, representatives of statutory agencies
Providers of services	Any setting or service where children's care, learning and development is promoted and for which you provide support or act as a development worker
Provision	The setting or service where early education takes place
Quality assurance	Based on best practice (as opposed to minimum standards)
Quality assurance schemes	Recognition schemes that are offered by a national or local organisation to recognise quality

Reflective practice	The process of thinking about and critically analysing your actions with the goal of changing and improving occupational practice
Registration	A process of checking that an applicant is suitable to care for children in safe and suitable premises
Relevant professionals	People such as social workers, police officers, health professionals
Reliable	Can be trusted to be accurate
Research methods	Methods of research and data collection, approaches to your research
Resources (Unit 405)	Human and material
Resources (Units 407, 419)	Human resources or material resources
Resources (Unit 412)	Human (people) and material (equipment, consumables, toys, furniture)
Risk assessment	The assessments that must be carried out in order to identify hazards and find out the safest way to carry out certain tasks and procedures
Safeguarding	Includes protecting children from abuse and neglect, alongside supporting their welfare
Social and medical models of disability	The medical model reflects the traditional view of disability that it is something to be 'cured', treating the child as a sick patient. The social model considers that it is society that needs to change and that disabled people have rights and choices
Special educational needs	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
Stakeholders (Unit 405)	Individuals or organisations with an interest in childcare services provided for babies and children under 3 years. Interests may or may not be financial
Stakeholders (Unit 418)	Others with an interest in the outcomes of inspection e.g. management committees, trustees, parents and families, community groups
Stakeholders (Unit 421)	Others with an interest in the outcomes of activity or decisions

Statistically significant	Enough information to withstand statistical tests
Statutory and regulatory requirements	Legal requirements, regulatory requirements
Systems	Arrangements, planning and organisation, the way you do things
Teacher	Someone with qualified teacher status and who is employed as a teacher
Teaching resources	Materials, equipment, artefacts/objects, community resources, ICT, books and printed materials
Transitions	Changing, moving between different stages of life (growing up) or physical places (home-nursery-school)
Valid	Relevant and appropriate to the circumstances

Section 5

Appeals Procedure and Confidentiality

Section 5

Appeals Procedure and Confidentiality

The NVQ assessment centre has an appeals procedure, which can be used by candidates in the event of a disagreement. Please ask your assessor for details. NVQ centres and individual candidates are also able to appeal to CACHE using the CACHE Appeals Procedure, details of which are available from the Director of Quality Assurance at CACHE.

Confidentiality

It must not be possible, anywhere in a portfolio, to be able to identify a child, young person and/or their family/carer. This means that you and your assessor must be aware of when and when not to carry out direct observations.

Confidential records from the work place must not be placed in a portfolio. If necessary assessors should read these documents in the work place and write a direct observation about them preserving the service user's privacy.

