

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"/>

* Please note – the page numbers are from the full version – there are no pages missing from this PDF.

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		