



FEDERAL MINISTRY OF EDUCATION

National Skills Qualifications

FOR

CHILDREN'S CARE, LEARNING AND DEVELOPMENT (CCLD)

LEVEL 4

February, 2025

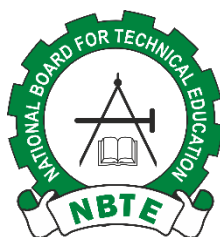


Innovation Development
and Effectiveness in the
Acquisition of Skills
(IDEAS) Project

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National Board for Technical Education

Plot B, Bida Road, P.M.B. 2239, Kaduna, Nigeria



NATIONAL SKILLS QUALIFICATION

**CHILDREN'S CARE,
LEARNING AND
DEVELOPMENT
(CCLD)**

LEVEL 4

FEBRUARY, 2025

Contents

Purpose of the Qualification	3
Optional units are elective.	4
Unit 1: Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being	7
Unit 2: Ensure health and safety requirements are met in your area of responsibility	10
Unit 3: Establish and develop working relationships with other professionals.	13
Unit 4: Assess, evaluate, and support children's communication	17
Unit 5: Support programmed for the promotion of children's development	19
Unit 6: Reflect on, Review and Develop own Practice	22
Unit 7: Co-ordinate provision for babies and children under 3 years in partnership with their families	24
Unit 8: Develop and support children's early learning in partnership with teachers	27
Unit 9: Support and evaluate the curriculum for children's early learning	29
Unit 10: Assess, evaluate and support the physical, intellectual, emotional and social development of children	31
Unit 11: Manage finance for your area of responsibility	34
Unit 12: Collaborate with stakeholders Safeguard children from harm	37
Unit 13: Contribute to the enhancement of early education for children	
Unit 14: Recruit, select and keep colleagues	43
Unit 15: Assess quality assurance schemes against agreed Criteria	46
Unit 16: Evaluate and co-ordinate the environment for children and families	48
Unit 17: Develop and implement operational plans for your area of responsibility	51
Unit 18: Provide learning opportunities for colleagues	53
Unit 19: Contribute to the leadership and management of integrated Childcare provision	55
Unit 20: Research and develop an area of practice	57
Unit 21: Provide information about children and families' services	58
Unit 22: Co-ordinate work with families	61
Unit 23: Manage multi-agency working arrangements	64
Unit 24: Provide learning opportunities for colleagues	66
Unit 25: Co-ordinate and support provision for children with special educational needs	68
Unit 26: Assess, evaluate, and support children's mathematical learning, exploration and problem solving	71
Unit 27: Co-ordinate special educational needs for early education within a local area	74
Unit 28: Promote children's emotional well-being	77
Unit 29: Understand how to support children who are unwell	79
Unit 30: Understand the needs of the mother and baby during pre-conception, pregnancy and the first year of life	81
Unit 31: Observation, assessment and planning	83
Unit 32: Promote the safeguarding of children and young people	86
LIST OF PARTICIPANTS FOR REVIEW NSQ CHILDREN'S CARE, LEARNING AND DEVELOPMENT (CCLD)	89

Purpose of the Qualification

The aim of the qualification is to provide a National Skills 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.

Level 4 qualifications are for managers or lead/senior practitioners, peripatetic advisers and support workers.

This qualification is for:

- 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.

The level recognizes specialist learning and involves 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:

- Child-minding network coordinator
- Pre-school adviser
- Centre manager
- IDP Coordinator
- Senior practitioner involving high-level skills with children and families

To gain this qualification, learners will need to achieve 120 credits, with 70 credits from mandatory (Compulsory) units and 50 credits from optional (elective) units.

Mandatory units are Compulsory.

Optional units are elective.

The required guided learning hours: 1200hrs (This includes time spent in gaining underpinning knowledge and simulated practice). Besides this, the learner is expected to have fifty hours of supervised and assess work placement practical activities.

Key to Evidence Gathering Methods: A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learner to be taken into account.

- Direct Observations
- Oral and written questions
- Witness Testimony (by qualified persons)
- Case Studies
- Projects assignments
- Reflective Accounts
- Professional Discussion
- Work Products
- Accreditation of prior learning (by qualified persons)

NATIONAL SKILLS QUALIFICATION**LEVEL 4 Children's Care, Learning and Development (CCLD)**

Unit	Ref	Content	Credit Value	GLH	
01	CCLD001/L4	Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being	6	60	Mandatory
02	CCLD002/L4	Ensure health and safety requirements are met in your area of responsibility	4	40	Mandatory
03	CCLD003/L4	Establish and develop working relationships	3	30	Mandatory
04	CCLD004/L4	Evaluate, assess and support children's communication	4	40	Mandatory
05	CCLD005/L4	Support programs for the promotion of children's development	5	50	Mandatory
06	CCLD006/L4	Reflect on, review and develop own practice	3	30	Mandatory
07	CCLD007/L4	Co-ordinate provision for babies and children under 3 years in partnership with their families	5	50	Mandatory
08	CCLD008/L4	Develop and support children's early learning in partnership with teachers	5	50	Mandatory
09	CCLD009/L4	Support and evaluate the curriculum for children's early learning	10	100	Mandatory
010	CCLD010/L4	Evaluate, assess and support the physical, intellectual, emotional and social development of children	5	50	Mandatory
011	CCLD011/L4	Manage finance for your area of responsibility	10	100	Mandatory
012	CCLD012/L4	Collaborate with stakeholder to safeguard children from harm	4	40	Mandatory
013	CCLD013/L4:	Contribute to the enhancement of early education for children	6	60	Mandatory
014	CCLD014/L4	Recruit, select and keep colleagues	10	100	Optional
015	CCLD015/L4	Assess quality assurance schemes against agreed criteria	3	30	Optional
016	CCLD016/L4	Evaluate and co-ordinate the environment for children and families	5	50	Optional
017	CCLD017/L4	Develop and implement operational plans for your area of responsibility	6	60	Optional
018	CCLD018/L4	Provide learning opportunities for colleagues	4	40	Optional
019	CCLD019/L4	Contribute to the leadership and management of integrated childcare provision	3	30	Optional
020	CCLD020/L5	Research and develop an area of practice	10	100	Optional

021	CCLD021/L4	Provide information about children and families' services	3	30	Optional
022	CCLD022/L4	Co-ordinate work with families	5	50	Optional
023	CCLD023/L4	Manage multi-agency working arrangements	4	40	Optional
024	CCLD024/L4	Provide learning opportunities for colleagues	2	20	Optional
025	CCLD025/L4	Co-ordinate and support provision for disabled children and those with special educational needs	4	40	Optional
026	CCLD026/L4	Evaluate, assess and support children's mathematical learning, exploration and problem solving	5	50	Optional
027	CCLD027/L4	Co-ordinate special educational needs for early education within a local area	4	40	Optional
028	EYCD004/L3 CCD020/L3	Promote Children's emotional well-being	3	30	Optional
029	EYCD005/L3 CCD021/L2	Understand how to support children who are unwell	2	20	Optional
030	EYCD006/L3 CCD022/L3	Understand the need of the mother and baby during pre-conception, pregnancy and the first year of life	3	30	Optional
031	CCLD007/L3 CCD007/L3	Observation, assessment and planning	8	80	Optional
032	CCLD008/L3 CCD008/L3	Promote the safeguarding of children and young people	3	30	Optional

Unit 01: Support policies, procedures and practice to safeguard Children and ensure their inclusion and well-being

Unit reference: CCLD001/L4

level 4

Credit value 6

GLH 60

Aim:

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 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?

The unit is for those that are working in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. It is suitable for those that 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 child care and development professional work activities.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO: 1 Protect children's rights to equality of access, inclusion and participation	1. Develop 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, analyzed 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		
LO: 2	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		

Protect children's rights to equality of access, inclusion and participation			
	6. Ensure information is available for children about their rights on equality and inclusive learning, according to their age, needs and abilities		
LO 3: Support the maintenance of policies and procedures for safeguarding children	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. Work with colleagues to support the implementation of improvements to the service as a result of the monitoring and review processes		
	4. Use feedback from children, families, colleagues, other agencies and professionals to support the review of policies and procedures		
	5. Identify relevant, reliable, 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		
LO 4: Support the integration of procedures for safeguarding children into systems and practices	1. Ensure children are empowered at all stages with the right knowledge and skills in systems and practices affecting their safety, well-being and safeguarding, according to their age, needs and abilities		
	2. 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		
LO 5: Support the integration of procedures for safeguarding children	3. Facilitate appropriate responses to children who may disclose abuse without stigmatization		
	4. Ensure that others are aware of issues concerning child safety, safeguarding and		

into systems and practices	protection and can voice their concerns about specific children and families		
	5. Clearly agree the boundaries of confidentiality in advance of any discussion relating to safeguarding and protecting children		
	6. Access support and training for yourself and others who are involved in safeguarding children		
	7. Facilitate appropriate opportunities for children to learn to protect themselves		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 02: Ensure health and safety requirements are met in your area of responsibility

Unit reference: CCLD002/L4

Credit value 4

level 4

GLH 40

Unit aim:

This unit is concerned with managing the overall health and safety process in your area of responsibility. It is intended to go beyond meeting health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision-making processes and the 'culture' of your area of responsibility.

The 'area of responsibility' may be, for example, a branch or department or functional area or, and operating site within an organization.

Who is this unit for?

This unit is recommended for managers and lead/senior practitioners in services and settings whose main purpose is children's care, learning and development. You must work within the principles and values of the sector in order to achieve this unit.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO: 1 Manage health and Safety within the area of your responsibility	1. Develop a system is in place for identifying hazards and assessing risks in your area of responsibility and that prompt and effective action is taken to eliminate or control identified hazards and risks		
	2. Ensure that the health and safety policy statement is put into practice in your area of responsibility and is subject to review as situations change and at regular intervals and the findings passed to the appropriate people for consideration		
	3. Comply with, and ensure others comply with, legal and regulatory requirements, organizational policies and professional codes		
Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 2:	1. Identify your personal responsibilities and liabilities under health and safety legislation		

Using and acting within the limits of your authority on health and safety issues			
	2. Respond quickly to crises and problems with a proposed course of action		
	3. Identify and discuss with colleagues (subordinates) a. The implications or consequences of a hazardous situation, b. How to maintain vigilant for possible risks and hazards		
	4. Ensure that the organization's written health and safety policy statement is clearly communicated to all people in your area of responsibility and other relevant parties		
	5. Seek and make use of specialist expertise in relation to health and safety issues		
Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 3: constantly seek to improve performance	1. Participate in continuous professional development in the area of health and safety performance		
	2. Discuss why and how health and safety should inform planning and decision-making		
LO 4: Monitor and implement requirements for health and safety standard in your area of responsibility	1. Ensure that sufficient resources are allocated across your area of responsibility to deal with health and safety issues		
	2. Ensure that systems are in place for effective monitoring, measuring and reporting of health and safety performance in your area of responsibility		

	3. Demonstrate the importance of setting a good example to others in relation to health and safety		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 03: Establish and develop working relationships with Other professionals.

Unit reference: CCLD003/L4

Credit value 3

level 4

GLH 30

Unit Aim:

This unit provides the learner with the knowledge, understanding and skills required to engage with other professionals and stakeholders. The contents will help learners in professional development.

What is this unit about?

This unit is about managing relationships with people in and around the setting. Relationship with colleagues, professionals and agencies that are key to ensuring that children receive the best possible provision. You must work within the principles and values of the sector in order to achieve this unit.

Who is this unit for?

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

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO: 1 Establish and develop working relationships with colleagues	1. Initiate relationships with colleagues that helps them to adjust and develop their roles and responsibilities		
	2. Identify and agree with colleagues ways in which you will communicate and support each other's roles and responsibilities to maintain and improve provision in the setting		
	3. Maintain your agreements with colleagues or take the initiative to review arrangements when necessary		
	4. Work with colleagues to deal with conflict constructively		
LO 2:	1. Clearly define and agree your own role and responsibilities and those of other professionals		

Establish and develop working relationships with other professionals and agencies	2. Identify other professionals and agencies relevant to your work and establish effective working relationships		
Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 2: (continued) Establish and develop working relationships with other professionals and agencies	3. Agree common objectives, 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 service provision for children		
	6. Acknowledge your own limitations and respect the expertise and responsibilities of other professionals whilst upholding your own professional expertise		
	7. Handle any disagreements and complaints promptly, positively and in line with organizational procedures and professional guidelines		
LO 3: Engage with external agencies and stakeholders	1. Demonstrate knowledge of Local, State and National agencies requirements for your setting and early years provision		
	2. Respond and network with other stakeholder. e.g.		

	Parents, industries, local, state and national agencies.		
	3. Discuss the importance of networking with other agencies and its value to your development and that of your setting		
	4. Initiate advocacy for relevant change within the setting		
learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 4: Facilitate and Encourage others to reflect on practice and share knowledge	1. Create opportunities for others to discuss their own work <ul style="list-style-type: none"> allow others to discuss what they do and actively listen to what they have to say 		
	2. Foster an environment which others are able to discuss their progress and share any concerns or challenges.		
	3. Help others to structure, evaluate and learn from experiences <ul style="list-style-type: none"> reflect on and learn from what others have experienced and learner 		
	4. Share information and knowledge with others to assist them in dealing with challenges <ul style="list-style-type: none"> identify the difficulty that others are facing and are beyond your level of expertise and make refers to the appropriate source of advice and support 		
	5. Encourage and create opportunities for others to share their experiences more widely for service provision and delivery to be improved		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 04: Assess, evaluate, and support children's communication

Unit reference: CCLD004/L4
Credit value 4

Level 4
GLH 40

Aim

This unit is about assessing and supporting children's communication, which includes their language and literacy. The unit is closely linked to early education settings where the main purpose is children's care, learning and development, but could be applicable in other circumstances. Each country has different curriculum and national skills qualification frameworks for early education and you should approach this unit in the context of the requirements of your country.

Who is this unit for?

This unit is for you if you are involved in the evaluation and support of children's communication, language and literacy, either as a manager or lead/senior practitioner, or work in support of others and have significant responsibility for supporting children, families, colleagues and other adults within the setting or service. It may also be appropriate for you if you work in support of other professionals with specific expertise in particular areas concerning children's development.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 1: Support the assessment of children's communication, language and literacy	1. Identify relevant curriculum and assessment framework requirements		
	2. Support the development of systems to assess children's communication, language and literacy		
	3. Facilitate the assessment of children's communication, language and literacy, using observation and feedback from reliable sources including families and the children themselves		
	4. Encourage the recognition of different aspects of communication, language and literacy to be included in the assessment		
	5. Support the identification and referral of concerns to the appropriate agency or professional		
	6. Encourage colleagues to reflect on practice by modelling reflective skills		
Learning Outcome	Performance Criteria/Assessment Criteria The learner can:	Evidence code	Evidence Page

The learner will be able to:		e.g. ASS, DO	Number e.g. Pg2,
LO 2: Facilitate the provision of an environment that promotes and enhances children's communication, language and literacy	1.	Identify and support colleagues in determining adequate and appropriate resources to support children's communication, language and literacy	
	2.	Encourage responsive and sensitive interventions to support learning	
	3.	Work with colleagues to adapt practice to ensure equality of access for all children to programmes and activities that support communication, language and literacy	
	4.	Support children to take part effectively and confidently in activities	
LO3: Support the planning, monitoring, evaluation of improvements of children's communication, language and literacy	1.	Support systems and procedures to monitor and evaluate the development of children's communication, language and literacy, in the light of current best practice and current curriculum and assessment frameworks	
	2.	Facilitate the development of systems and procedures to evaluate the provision for children's communication, language and literacy	
	3.	Support colleagues with the inclusion of children and families in the evaluation, as appropriate to the children's age, needs and abilities	
	4.	Identify issues for improvement and plan for continuous development and improvement	
	5.	Support the prompt identification and referral of concerns to the appropriate agency or professional	

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 5: Support programmes for the promotion of children's development

Unit reference CCLD001/L4:
Credit value 5

level 4
GLH 50

Unit Aim:

This unit is about the competence you need to support programs of children development. This will include supporting procedures for the monitoring and assessment of children development and provision of service delivery that reflect children's developmental needs and also to ensure that children's positive behaviors are monitored to ensure appropriate reinforcement.

Who is this unit for?

The unit is for those who work or provide services that support programs for the promotion of children's development in partnership with families and other stakeholders. It is also for those who are involved in management responsibilities regarding children's development.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 1: Support procedures for the regular monitoring and assessment of children's development	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		
LO : 2 Ensure provision meets children's developmental needs	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		
Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO : 3 Ensure provision supports children's positive behaviour	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. Support work with children and families to establish and maintain positive relationships		
	4. Regularly evaluate the effectiveness of the support for positive behaviour offered by the provision, and support the implementation of improvements to the service		
LO4 : Support the monitoring and evaluation of recording procedures for the assessment of children's development	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		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 06: Reflect on, Review and Develop own Practice**Unit reference CCLD006/L4:****Credit value 4****level 4****GLH 40****Aim:**

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.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO 1: Investigate ways of reflecting on, reviewing and evaluating own practice	1. Evaluate your own performance (achievements, strengths and limitation)		
	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. Evaluate the effectiveness of reflection as a tool for developing own practice		
Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO : 2	1. Draw on sources of current policy and up-to-date thinking, review potential areas of own practice that require development		

Reflect on and develop practice	2. Monitor processes, practices and outcomes from your own work to assist in deciding priority areas for change and development of own practice		
	3. Review how reflective practice can be used positively to develop own practice		
	4. Identify ways of reviewing and evaluating own practice		
LO : 3 Take part in continuing professional development	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. Identify and access opportunities for continuing professional development as part of this plan		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 7: Co-ordinate provision for babies and children under 3 years in partnership with their families

Unit reference CCLD007/L4:
Credit value 5

level 4
GLH 50

Aim

This unit is about co-ordinating the provision of services for babies and children under 3 years in partnership with their parents.

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 parents and families. This unit is for those with significant responsibility for provision of services for babies and children under 3 years.

Learning Outcome The learner will be able to:	Performance criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 1: Provide information on services and provision for parents	1. Ascertain parents' requirements in relation to services for babies and children under 3year		
	2. Assess and evaluate provision against parents' requirements and current best practice guidelines		
	3. Identify additional services for babies and children under 3 years in your local area and how these can be accessed to support parents and families		
	4. Identify costs relating to provision, including available funding support and average costs to parents of different types of services		
	5. Provide detailed and accessible information to parents about provision		
	6. Implement effective methods of communication and information exchange with parents		

Learning Outcome	Performance Criteria/Assessment Criteria The learner can:	Evidence code	Evidence Page Num-
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The learner will be able to:		e.g. ASS, DO	ber e.g. Pg2,
LO 2: Co-ordinate and develop provision	1. Plan to develop provision in line with government guidelines, regulatory requirements and current best practice		
	2. Generate resources needed to provide services for babies and children under 3 years and their parents and identify additional resources as required		
	3. Identify sources of funding to support provision with external stakeholders		
	4. Choose options for the development and improvement of services for babies and children under 3 years, taking into account parents' requirements and available resources		
	5. Plan for the further development and improvement of services for babies and young children under 3 years in the light of available options and current best practice		
LO3: Encourage best practice in work with babies and children under 3	1. Develop organizational structure to support best practice with babies and young children under 3 years		
	2. Provide environments that safeguard babies and young children under 3 years and support their well-being		
	3. Support colleagues to be reflective and responsive care-givers for this age group		
	4. Identify curriculum or other relevant and current frameworks that support best practice in work with babies and children under 3 years		
	5. Work with colleagues to identify their development needs in relation to best practice for babies and children under 3 years		
	6. Identify opportunities and share information about continuous professional development for colleagues working with babies and children under 3 years		
Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,

LO3: Encourage best practice in work with babies and children under 3	7. Identify ways of maximizing resources to enable the development and implementation of best practice		
	8. Arrange regular opportunities for exchanging information about best practice between colleagues at times which are convenient for them		
	9. Support colleagues keep up-to-date with issues relating to the health, safeguarding and well-being, care and development of babies and children under 3 years		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 8: Develop and support children's early learning in partnership with teachers

Unit reference CCLD008/L4:
Credit value 5

level 4
GLH 50

Aim

This unit is about working with teachers to develop and support children's early learning. The unit is aimed at those who work in a complementary role to that of the teacher and cover work with individuals, small and larger groups.

Who is this unit for?

This unit is for you if you are responsible for supporting a teacher and enhancing children's learning and early experience of curriculum subjects within a setting whose main purpose is children's care, learning and development.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 1: Contribute to planning and preparing for children's learning	1. Support the teacher in the planning and preparation of lessons and learning opportunities		
	2. Contribute effectively to the selection and preparation of teaching resources to meet the diverse needs of children		
	3. Appraise the capability and readiness of children to learn and committing to raising their achievements		
	4. Plan and prepare for teaching individuals and children in small and larger groups		
	5. Work collaboratively with colleagues and other adults		
Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,

LO 2: Implement teaching and learning activities to deliver the curriculum	1. Select teaching methods suitable for the content and objectives of the session and the groups and individuals involved		
	2. Use well-structured teaching and learning activities that interest and motivate children and advance their learning		
	3. Communicate effectively with children to enhance their learning, listening carefully to children and responding constructively		
	4. Clearly and enthusiastically present subject content using appropriate subject specific vocabulary and well-chosen illustrations and examples		
	5. Encourage children to concentrate, listen attentively and persevere in their learning for sustained periods		
	6. Support children's positive behavior		
	7. Adapt teaching methods and approaches to meet the needs of all the children involved, ensuring that children have equal access to the curriculum		
	8. Ensure children take part effectively and confidently in activities		
LO 3: Contribute to the monitoring and assessment of children's progress	1. Support the work of teachers in evaluating children's progress through various assessment activities		
	2. Monitor children's responses to learning and their participation and progress		
	3. Provide feedback to teachers and constructive support to children as they learn		
	4. Report and record assessment information according to the procedures of the setting		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 9: Support and evaluate the curriculum for children's early learning**Unit reference: CCLD009/L4****level 4****Credit value 10****GLH 100****Aim**

This unit is about coordinating and evaluating the curriculum for children's early learning. It includes delivering the curriculum and/or supporting colleagues to deliver the curriculum, ensuring adequate resources for curriculum delivery and assessment, and the evaluation of the effectiveness of the setting or service. The unit applies to the curriculum within both formal early education frameworks and less formal provision for early learning.

Who is this unit for?

This unit is for you if you manage or are a lead/senior practitioner or work in support of colleagues involved in the delivery of the curriculum provision for children's early learning.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO: 1 Identify and support activities, resources and programmes for children's early learning	1. Support planning for children's early learning, complying with national and local guidance and involving colleagues in the setting		
	2. Facilitate the involvement of children and families as partners in the planning for children's early learning		
	3. Facilitate the identification of activities and resources required to deliver the curriculum for children's early learning		
	4. Identify and work with colleagues to ensure adequate resources are available to deliver the curriculum		
	5. Ensure colleagues and adults involved are knowledgeable about children's early learning and confident in their roles and responsibilities		
LO: 2 Support the implementation of the curriculum for children's early learning	1. Support the implementation of the planned curriculum for children's early learning, ensuring flexibility in the adaptation of provision as required to meet children's needs		
	2. Ensure the curriculum is appropriately differentiated to enable equality of access for all children		
	3. Provide guidance and support to those delivering the curriculum to encourage their confidence and ability to adapt and develop provision to meet the needs of children		

LO: 2 Support the implementation of the curriculum for children's early learning	4. Encourage the effective use of available resources to support the implementation of the curriculum, identifying future needs, enhancements and modifications that may be required		
	5. Facilitate the recording of children's progress, supporting those involved and clarifying requirements		
	6. Facilitate the identification of children requiring additional support		
	7. Appraise the capability and readiness of children to learn and committing to raising their achievements		
LO: 3 Work with colleagues to monitor and evaluate the curriculum for children's early learning	1. Support the development of systems and procedures to monitor and evaluate the curriculum for children's learning		
	2. Facilitate the participation of children and families in the evaluation of the curriculum, as appropriate to the children's age needs and abilities		
	3. Identify with colleagues issues for improvement and plan for continuous development and improvement		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 10: Assess, evaluate and support the physical, intellectual, emotional and social development of children

Unit reference CCLD010/L4:
Credit value 5

level 4
GLH 50

Aim

This unit is about assessing, evaluating and supporting children's physical, intellectual, emotional and social development. This unit is closely linked to early education settings where the main purpose is children's care, learning and development, but could be applicable in other circumstances.

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 are involved in the evaluation and support of children's physical, intellectual, emotional and social development, either as a manager or lead/senior practitioner or if you work in support of others and have significant responsibility for work with children, families, staff and other adults within the setting or service. It may also be appropriate for you if you work in support of other professionals with specific expertise in particular areas concerning children's development.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 1: Facilitate the assessment and support of children's physical development	1. Identify relevant curriculum and assessment framework requirements		
	2. Support the assessment of children's physical development, using observation and feedback from reliable sources, including families and the children themselves		
	3. Facilitate the development of programmes and activities to support the physical development of children, according to their age, needs and abilities and the requirements of curriculum and assessment frameworks		
	4. Support the prompt identification and referral of concerns to the appropriate agency or professional		
LO 2: Facilitate the assessment and	1. Support the assessment of children's intellectual development, using observation and feedback from reliable sources including families and the children themselves		

support of children's intellectual development	2. Facilitate the development of programmes and activities to support the intellectual development of children, according to their age, needs and abilities and relevant curriculum and assessment frameworks		
	Support the prompt identification and referral 3. of concerns to the appropriate agency or professional		
LO 3: Facilitate the assessment and support of children's personal, social and emotional development	1. Identify relevant curriculum and assessment framework requirements		
	2. Support the assessment of children's personal, social and emotional development, using observation and feedback from reliable sources including families and the children themselves		
	3. Facilitate the development of programmes and activities to meet the personal, social and emotional development of children, according to their age, needs and abilities and relevant curriculum and assessment frameworks		
	4. Facilitate the development of policies and activities to support children's positive behaviour		
	5. Support the prompt identification and referral of concerns to the appropriate agency or professional		
LO 4 : Support the collection of data and monitoring and evaluation of provision to support children's development	1. Identify and support the use of relevant curriculum and assessment frameworks to inform your evaluation		
	2. Facilitate the collection of data to inform the monitoring, evaluation and reporting on the progress of children's: <ul style="list-style-type: none"> Physical development Intellectual development Personal, social and emotional development 		
	3. Ensure that children and families are consulted, and feedback obtained to inform the evaluation		

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Learners Signature		Date	
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IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 11: Manage finance for your area of responsibility**Unit reference: CCLD011/L4****Credit value 10****level 4****GLH 100****Unit Aim:**

This unit is about managing finance in order to achieve the stated objectives for your area of responsibility. It involves developing and agreeing a master budget for your area and using this to monitor evaluate and control performance and take action to deal with identified variances.

Delegating responsibility for budgets for clearly defined activities is a key aspect of this unit.

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organization.

Who is this unit for?

This unit is recommended for managers of settings whose main purpose is children's care, learning and development.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO: 1 Manage finance for your area of responsibility	1. Confirm your financial responsibilities, including the limits of your authority, with those to whom you report		
	2. Gather and evaluate available financial information and the objectives and associated plans for your area and consult with colleagues to identify priorities, potential problems and risks		
	3. Identify opportunities to delegate responsibility for budgets for clearly defined activities to colleagues in your area, providing them with the required ongoing support and resources		
	4. Discuss and, if appropriate, negotiate delegated budgets with colleagues and agree provisional budgets		
	5. Consult on and develop a realistic master budget for your area and submit it to the relevant people in the organization for approval and to assist the overall financial planning process		

LO: 2 (continue) Manage finance for your area of responsibility	6. Discuss and, if appropriate, negotiate the proposed master budget for your area with the relevant people in the organization and communicate the final budget to colleagues in your area		
	7. Establish systems to monitor and evaluate performance against delegated budgets and the master budget and put contingency plans in place		
	8. Propose revisions to the master budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people		
	9. Provide ongoing information on the financial performance of your area to relevant people in your organization		
	10. Advise the relevant people as soon as possible if you have identified evidence of any potentially fraudulent activities		
	11. Encourage colleagues in your area to think about and identify ways of reducing expenditure and increasing income, selecting and pursuing those ideas which have positive potential for implementation		
	12. Review the financial performance of your area, particularly in relation to achievement of the stated objectives, and identify improvements for the future		
	13. Identify the causes of any significant variances between what was budgeted for and what actually happened and discuss and ensure prompt corrective action is taken, obtaining agreement from the relevant people if required		
	14. Demonstrate responding within the limits of your authority for potential risks		
LO 3:	1. Develop systems to gather and manage information and knowledge effectively, efficiently and ethically		
	2. Demonstrate understanding of what is expected of others and hold them to account		

Demonstrate behaviours which underpin effective performance	3. Respond quickly to crisis and problems with a proposed course of action		
	4. Comply with, and ensure others comply with, legal and regulatory requirements, organizational policies and professional codes, principles and values		
	5. Prioritize objectives and plan work to make best use of time and resources		
	6. Use communication styles that are appropriate to different people and situations		
	7. Undertake and implement difficult and/or unnecessary decisions, if necessary		

Learners Signature		Date	
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IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 12: Collaborate with stakeholders Safeguard children from harm**Unit reference: CCLD012/L4****level 4****Credit value 4****GLH 40****Unit aim:**

This unit is about working with those professionals who have the statutory responsibility to safeguard children, to contribute to all stages of the process of keeping children safe and protected from abuse or neglect. This unit covers all aspects of safeguarding children and promoting their welfare.

Who is this unit for?

This unit is for you if you make contributions to safeguarding children by referring concerns about their welfare, by participating in the assessment or planning process or by contributing to the review process.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO: 1 Refer concerns about the welfare of children	1. Follow your setting's procedures and protocols for expressing concerns about a child's welfare		
	2. Refer and discuss your concerns with the appropriate person in your setting, or with another agency if you are the person responsible in your setting		
	3. If appropriate to the child's age and understanding, and not placing the child at risk of harm, discuss your concerns with the child and parents		
	4. Communicate with the child in a way that is appropriate to their age, understanding and preference		
	5. Communicate with parents in a way that is appropriate to their understanding and preference		
	6. Try to gain parental agreement to a referral being made		
	7. Agree with the person to whom you make the referral what the child and parents will be told, by whom and when		
	8. Confirm verbal or telephone referrals in writing within the time limits in your procedures or protocols, or at least within 48 hours		

	9. Record details of all concerns about the welfare of a child, regardless of the outcome		
LO 2: Share information for the purpose of assessing children in need and their families	1. Follow your setting's procedures and protocols for sharing information		
	2. Provide clear, verified information as requested by those carrying out initial or core assessments of children		
	3. Provide clear, verified information about the child's developmental needs and their parents' capacity to respond to their needs		
	4. Provide clear, verified information about the child's wider family and environment		
	5. Share information with parents and others only in agreement with those carrying out the initial or core assessment		
	6. Provide clear, verified information, including your professional judgments, which will contribute to agreeing further action		
	7. Contribute to a strategy discussion if requested to do so, or provide clear, verified information to enable an appropriate person from your setting to contribute		
	8. Keep detailed, timed, dated and signed contemporary notes about any relevant or unusual events and occurrences		
	9. Keep any notes and records securely and take steps to prevent unauthorized access		
LO 3: Support plans, interventions and reviews that safeguard children and promote their welfare	1. Contribute to discussions and decisions with other professionals and parents about the best ways to meet the needs of the child		
	2. Participate as requested in the development of a plan to promote the welfare and future safety of the child		
	3. Provide any agreed interventions, services or monitoring of development as requested, or re-negotiate any commitments that cannot be met		
	4. Prepare, or contribute to, any written report your setting is asked to provide for a child protection conference		
	5. If you are invited, attend the conference and participate fully in the decision-making process		

	6. Discuss and agree with the relevant professionals whether your conference report can be shared with the parents		
	7. Participate in a core group where appropriate and support the implementation of a child protection plan		
	8. Communicate with children and parents as agreed with the other professionals involved in the development of plans and interventions		
	9. Participate in the process of reviewing interventions and plans		
	10. Maintain detailed records of all your actions and any reports or information you provide		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit: 13 Contribute to the enhancement of early education for children

Unit reference CCLD013/L4:
Credit value 6

level 4
GLH 60

Aim

This unit is about supporting provision that offers early education. It is about helping settings to evaluate their current educational practice and determine strategies for improvement. It also involves supporting settings in planning the curriculum and modelling good practice in providing a high-quality early education experience for children and their families.

Who is this unit for?

This unit is for you if you work in support of settings that offer early education. You may work as part of a more general advisory service or across a number of similar settings or have a peripatetic role that is specific to a specialist service.

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

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 1: Evaluate current educational practice within the setting	1. Observe the delivery of the curriculum and the organization of the provision		
	2. Assess the range and quality of resources available for the delivery of the curriculum		
	3. Evaluate the plans, programmes and routines within the provision in terms of providing a balanced and relevant curriculum that makes use of all available resources both within and outside the provision		
	4. Assess the involvement of children in activities across the curriculum areas and whether they are engaged in purposeful play and activity		
	5. Assess the organization of space, educational value of displays and other equipment and the involvement of adults in support of the curriculum		

	6.	Assess the use of ICT to support learning		
	7.	Assess the involvement of families and children themselves in the planning and implementation of the curriculum		
	8.	Evaluate the curriculum offered in terms of its suitability and appropriate differentiation to meet the needs of all the children		
LO 2: Provide advice to the provision on strategies for improvement	1.	Sensitively discuss your assessment of current educational provision with senior colleagues within the provision		
	2.	Advise colleagues on development and improvement opportunities		
	3.	Support colleagues in implementing change and improvement		
	4.	Support and identify additional training opportunities for colleagues		
LO 3: Support curriculum planning and development	1.	Work with colleagues to develop long, medium and short-term curriculum plans		
	2.	Ensure the plans meet the needs of national and local guidance and regulatory requirements		
	3.	Support the involvement of children, parents and families in curriculum planning		
	4.	Support planning of a differentiated curriculum designed to meet the needs of all the children		
	5.	Advise colleagues on resource implications of the curriculum plan		
	6.	Support the implementation of the planning cycle to include		

	review, evaluation and continuous improvement		
Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 4 : Work alongside those within the setting to enhance educational provision	1. Demonstrate following good practice in delivering the curriculum by hands-on work with children and families within the provision		
	2. Support colleagues in organizing space, materials, equipment and activities for education provision		
	3. Support colleagues in organizing routines, activities and experiences for children		
	4. Develop a plan to be available for advice and support		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 14: Recruit, select and keep colleagues

Unit reference: CCLD014/L4

Credit value 10

level 4

GLH 100

Aim

This unit is mainly about recruiting and selecting people to undertake identified activities or work roles within your area of responsibility. It involves taking a fair and objective approach to recruitment and selection to ensure that individuals with the required skills, knowledge and understanding and who are likely to perform effectively are appointed.

As recruitment and selection can be expensive and time-consuming activities, the unit also involves taking action to understand why colleagues are leaving and taking action to keep colleagues. Whilst you would be expected to draw on the expertise of personnel specialists, you are not expected to be a personnel specialist yourself.

For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.

Who is this unit for?

This unit is recommended for supervisors, leaders or managers of settings or services whose main aim is children's care, learning and development, and who have some responsibility for selecting, recruiting and keeping colleague

Required skill for this unit:

Listed below are the main generic 'skills' which need to be applied in recruiting, selecting and keeping colleagues. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- | | |
|-----------------|---------------------------------|
| • Reviewing | • Valuing and supporting others |
| • Interviewing | • Decision making |
| • Negotiating | • Consulting |
| • Planning | • Problem solving |
| • Team building | • Information management |
| • Communicating | • Obtaining feedback |

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO : 1 Recruit and Select staffs	1. Produce a plan and the script for advertising job vacancy both within your setting and outside the setting		
	2. Produce a plan for interviewing and shortlisting applicants		
	3. Identify ways of addressing staff turnover problems, implementing those which clearly fall within your authority and communicating others to the relevant people for consideration		
	4. Review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience		
	5. Identify and review the options for addressing any identified shortfalls in staff and decide on the best option(s) to follow		
	6. Consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit		
LO: 2 Managing and Retain workforce	1. Identify people's information needs and Recognize the opportunities presented by the diversity of people		
	2. Work to turn unexpected events into opportunities rather than threats		
	3. Talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving		
	4. Create opportunity for effective working relationship		
	5. Seek to understand people's needs and Device and try out new ways of working that will create motivations		

Learners Signature		Date	
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EQA Signature(If sampled)		Date	

Unit 15: Assess quality assurance schemes against agreed Criteria

Unit reference: CCLD015/L4
Credit value 3

level 4
GLH 30

Aim

This unit is about assessing quality against agreed criteria and it includes planning, visiting and giving feedback.

Who is this unit for?

This unit will be useful for practitioners responsible for assessing quality assurance in provision whose main purpose is children's care, learning and development.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 1: Identify quality assurance requirements	1. Demonstrate familiarity and understanding of a range of quality assurance programmes used in the provision of childcare		
	2. Identify specific criteria against which quality assurance provision will be measured		
	3. Negotiate and agree a plan to visit childcare providers, at a mutually convenient time to minimise disruption		
	4. Communicate requirements for evidence to providers		
	5. Demonstrate a non-judgmental attitude that values diversity and recognizes cultural differences		
LO 2: Examine initial evidence against requirements	1. Ensure that all the evidence requested has been made available		
	2. Ensure that the quality assurance criteria are available for reference		
	3. Scrutinize the setting's documents and assess for compliance with agreed criteria		

	4. Where gaps are identified in the evidence, this is discussed with the relevant person and alternative sources of evidence are sought		
	5. Ensure that policies and procedures employed in the setting are in line with regulatory requirements in your home country and current best practice		
	6. Produce a report giving details of your assessment		
LO 3: Assess provision and provide feedback	1. Assess different aspects of quality assurance against relevant criteria		
	2. Assess and evaluate all aspects of provision		
	3. Ensure that the views of staff, children and other service users are obtained as part of the evaluation		
	4. Identify areas of good practice in quality assurance		
	5. Provide feedback to relevant individuals in a supportive and constructive manner		
	6. Identify action points and areas for improvement		
	7. Negotiate and agree a timescale for implementing improvements identified as action points		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 16: Evaluate and co-ordinate the environment for children and families**Unit reference: CCLD016/L4****level 4****Credit value 5****GLH 50****Aim**

This unit is about co-ordinating and evaluating the childcare environment and leading a process of change and improvement.

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 are a manager or lead/senior practitioner, with significant responsibility for the environment for children and families.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO: 1 Evaluate and coordinate the environment for children and families	1. Develop systems and procedures to monitor and evaluate the environment		
	2. Ensure equality of access to the environment for all children and families who wish to use it		
	3. Work with colleagues to ensure that children and families feel welcomed, respected and valued		
	4. Ensure that the environment meets the health, care, learning and play needs of children and is safe, stimulating and interesting		
	5. Ensure the environment is culturally sensitive and provides positive images of all children		
	6. Consult users of the provision as part of your evaluation, including children, according to their age, needs and abilities		
LO 2: Co-ordinate resources to	1. Ensure human and material resources are used effectively, according to health and safety and regulatory requirements and in support of the setting's plans		

meet the needs of children and families	2.	Ensure activities and experiences available for children are well planned and organized and adequately resourced		
	3.	Check and monitor the physical care that is offered to children and that their emotional and social needs are met		
	4.	Implement flexible and balanced routines that support the needs of children and extend their knowledge and understanding of other people and the world around		
	5.	Evaluate material resources for safety, hygiene and fitness for purpose		
	6.	Develop systems and procedures to monitor the use and quality of resources and to identify gaps and shortfalls		
LO 3: Lead a process of change and improvement for the environment for children and families	1.	Identify issues for improvement and plan for continuous development in partnership with colleagues, children and families and other stakeholders		
	2.	Agree issues for development and improvement with colleagues, children and families and other stakeholders		
	3.	Prepare colleagues for change and development in ways that are positive and motivating		
	4.	Encourage colleagues to innovate and offer support for new ideas		
LO 3: (continue) Lead a process of change and improvement	5.	Listen to and affirm colleagues as they go through the process of change		

for the environment for children and families	6. Work with colleagues to deal with conflict constructively		
	7. Encourage colleagues to reflect on, and evaluate their own and organizational practice		

Learners Signature		Date	
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EQA Signature If sampled		Date	

Unit 17: Develop and implement operational plans for your area of responsibility

Unit reference: CCLD017/L4

Credit value 6:

level 4

GLH 60

Aim

Every setting should have an overall strategic business plan and each identified area of responsibility should also have an operational plan that will contribute to achieving the objectives set out in the strategic business plan.

The plans will be for a specific area of responsibility, for example, managing an individual nursery or managing aspects of service within a group of nurseries, or contributing to managing a service or services involving peripatetic support to families or groups.

Who is this unit for?

This unit is recommended for people such as managers of settings such as nurseries or those contributing to managing services for children and families, where the primary focus is children's care, learning and development.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 1: Develop and implement operational plans for area of responsibility	1. Balance new ideas with tried and tested solutions		
	2. Balance risk with desired outcomes		
	3. Make sure your plans are consistent with the objectives of your area of responsibility		
	4. Make sure your plan is flexible and complements related areas of work		
	5. Develop and assign objectives to people together with the associated resources		
	6. Win the support of key colleagues and other stakeholders		
	7. Monitor your plan so that it achieves its overall objectives <ul style="list-style-type: none"> Control your plan so that it achieves its overall objectives 		
	8. Evaluate the implementation of your plan and make recommendations that identify good practice and areas for improvement		

LO2 : Behaviours which underpin effective performance	1.	Seek to improve performance		
	2.	work towards a clearly defined vision of the future		
	3.	present information clearly, concisely, accurately and in ways that promote understanding		
	4.	You reflect regularly on your own and others' experiences, and use these to inform future action		
	5.	prioritize objectives and plan work to make the best use of time and resources		
	6.	set demanding but achievable objectives for yourself and others		
	7.	create a sense of common purpose		
	8.	balance agendas and build consensus		
	9.	consider the impact of your own actions on others		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 18: Provide learning opportunities for colleagues**Unit reference: CCLD013/L4****Credit value 2****level 4****GLH 20****Unit Aim:**

This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs.

Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is your role in providing an 'environment', for example, in your team or area of responsibility, in which learning is valued.

For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.

Who is this unit for?

This unit is recommended for leaders and managers of settings whose main purpose is children's care, learning and development and who have as part of their role responsibility for other people and their work.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO: 1 Provide learning opportunities for colleagues	1. Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognized		
	2. Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve		
	3. Work with colleagues to identify and prioritize learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills		
	4. Support colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities		
	5. Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs		
	6. Discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales		

	7. work with colleagues to recognize and make use of un-planned learning opportunities		
	8. Support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning		
	9. Evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience		
	10. Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes		
	11. Encourage colleagues to take responsibility for their own learning, including practicing and reflecting on what they have learned		
LO: 2 Implement, Monitor and support continuing learning development of colleagues	1. Demonstrate recognition of the opportunities presented by the diversity of people and find practical ways to overcome barriers		
	2. Demonstrate management of time in supporting others and recognize their achievements and success and inspire their excitement for learning		
	3. Encourage and support others to make the best use of their abilities		
	4. Work with individuals' to: <ul style="list-style-type: none"> • understand their needs, feelings and motivations • take an active interest in supporting and dealing with their concerns 		
	5. Identify performance issues and deal with it directly with the people involved		
	6. Operate with integrity, fairness and consistency in decision making		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature (If sampled)		Date	

Unit 19: Contribute to the leadership and management of integrated Childcare provision

Unit reference: CCLD019/L4:
Credit value 3

level 4
GLH 30

Unit Aim:

This unit is about contributing to the management of integrated provision. Integrated provision is where a range of services and environments for children and families is provided. This does not have to be a physical setting, but could include a range of services or resources concerned with children and families.

Who is this unit for?

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This unit is for you if you are a manager or lead/senior practitioner contributing to the leadership and the management of integrated provision for children and families.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO: 1 Contribute to the leadership and management of a multidisciplinary team	1. Value and respect equality, and build on the strengths and individual specialist skills of the team		
	2. Motivate and facilitate team members to innovate and take the initiative		
	3. Encourage and facilitate others to take on leadership and management responsibility		
	4. Facilitate effective communication between members of the multi-disciplinary team		
	5. Ensure team members respect and value the contributions of others in different disciplines		
	6. Encourage team members to manage respectful team relationships, build networks and find common ground		
	7. Facilitate resolution of conflicts in the multidisciplinary team		
	8. Set up systems to share information with the team and between team members, ensuring appropriate confidentiality		
	9. Demonstrate positive multi-disciplinary practice		

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO: 2 Support integrated approaches to service delivery	1. Ensure that approaches to service delivery are integrated and clearly focused on the needs of children		
	2. Clarify requirements, roles and responsibilities with colleagues		
	3. Modify and adapt approaches to service delivery, according to the needs of children		
	4. Listen and respond to the views of children and families		
	5. Allocate human and material resources according to the needs of the children and families		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 20 :Research and develop an area of practice

Unit reference: CCLD020/L4:
Credit value 10

level 5
GLH 100

Unit Aim:

This unit is about researching an area of practice, using the skills of data collection, analysis and evaluation. The unit also includes identifying changes to practice and analyzing the potential impact of such changes.

Who is this unit for?

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. The unit will be suitable for managers and those who work at an advanced level with significant responsibilities. You must work within the principles and values of the sector in order to achieve this unit.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 1: Identifying research opportunities	1. Carry out a literature search using a range of information sources		
	2. Identify current and emerging areas of best practice		
	3. Identify the most appropriate area of practice to research for your organization		
	4. Consider the different research methods and identify the most appropriate for your purpose		
	5. Develop an action plan to support your research		
	6. Seek agreements from those who will be involved in your research		
	7. Make preparations to collect data		
	8. Ensure your research plans meet the requirements for ethical and confidential research practice		
LO 2:	1. Collect data from primary and secondary sources		
	2. Use a range of methods for collecting data		

Collect and analyze data	3. Ensure that sufficient information is collected from different sources to provide statistically significant results		
	4. Objectively analyze data, using appropriate statistical methods		
	5. Collate the results of your analysis and draw conclusions based on your results		
	6. Present your results clearly and in the format most suitable for the intended purpose		
LO 3: Identify changes to practice resulting from research	1. Discuss the information and results obtained from research with colleagues and others concerned with changes to practice		
	2. Identify the changes that need to be made, based on the information obtained from research		
	3. Clearly identify the benefits of such changes in practice to the quality of childcare provision in your setting		
	4. Identify the resources needed to implement the change to practice		
	5. Agree a plan for implementing changes to practice with those who will be affected by such changes		
	6. Identify any barriers or obstacles that might affect the implementation of new practice		
	7. Liaise with others to develop strategies to overcome such barriers or obstacles		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 21: Provide information about children and families' services**Unit reference: CCLD021/L4:****Credit value 3****level 4****GLH 30****Unit aim:**

This unit is about the dissemination of information about children and families' services.

Who is this unit for?

This unit will be useful for practitioners working in a variety of settings whose main purpose is children's care, learning and development, or within children and families' information services. You must work within the principles and values of the sector in order to achieve this unit.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 1: Establish and maintain information about the full range of services available to children and families	1. Contact stakeholders and service providers to identify information relating to services for children and families		
	2. Identify resources to support the management of information systems		
	3. Collate information about childcare provision, support groups and leisure activities for children in the local area		
	4. Develop systems for managing the information relating to services for children and families		
	5. Ensure that information about services is sufficiently detailed for judgments to be made about its suitability for different ages or abilities		
	6. Provide detailed information about the services that is easily accessible to children and families in the specified local area		
	7. Encourage providers to inform the information service of any changes to their provision		
	8. Ensure that arrangements are in place for monitoring and updating information on a regular basis		
LO 2:	1. Obtain request and Clarify the reasons for the request		

Provide information about children and family services in response to requests			
	2. Identify the type of information required to meet the purpose		
	3. Provide information that is objective in ways that do not indicate preference		
	4. Ensure that systems are in place to monitor information requests in ways that protect children		
	5. Provide information to a range of public and private organizations in locations that are easily accessible to children and families		
	6. Provide feedback on the comments, compliments and complaints about children's services		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 22 : Co-ordinate work with families

Unit reference: CCLD022/L4:
Credit value 5

level 4
GLH 50

Unit Aim:

This unit is about co-ordinating work with families for the benefit of children. It is recognized that work with families has benefits for children and for the family members themselves.

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 work with families as a manager or lead/senior practitioner with significant responsibility in this area of practice.

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

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 1: Establish and monitor procedures and practices for work with families	1. Discuss information needs with families, children and practitioners		
	2. Identify the most effective way of communicating with families and involving them in the provision		
	3. Review the regulatory requirements for parental and family involvement		
	4. Identify the needs of the children within the setting and their families		
	5. Identify and develop or improve procedures for: <ul style="list-style-type: none"> Involving families in the activity of the provision Security and safety arrangements for collection of children Roles and responsibilities of all practitioners in relation to families Emergency contact details 		

	6. Monitor, collect data, evaluate and update policies and practices to take account of changing needs and circumstances		
LO 2: Implement policies and procedures for work with families	1. Check that all practitioners communicate with families in a manner and language that is clearly understood by family members		
	2. Observe practitioners when they are: <ul style="list-style-type: none"> • Liaising with families • Involving families in activities • Informing the families of children's progress and any potential problems • Dealing with families who are unhappy with any aspect of the provision 		
	3. Liaise with practitioners about changes that might be required		
	4. Resolve conflicts and issues arising from interactions of practitioners with families		
	5. Ensure the views of children and families are sought		
LO 3: Deal with family issues, grievances and complaints	1. Work within the policies and procedures of the setting when issues arise or there are complaints and grievances		
	2. Be aware of problems that may arise in work with families		
	3. Listen carefully and take note of any explanations and accounts given to you by practitioners about that might lead to complaints from families		
	4. Ensure families are able to contact you and speak confidentially and openly about their grievances		
	5. Listen carefully and take note of comments, accounts and grievances from families		
	6. Work with all parties to help resolve differences		
LO 3:	7. Discuss matters arising from the issue, complaints or grievances and offer appropriate solutions, where possible		

Deal with family issues, grievances and complaints	8. Resolve the issue, complaints or grievances as positively as possible, whilst ensuring that the child does not suffer because of the actions of family members		
	9. Record and report the issue, complaint or grievance, according to procedures		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 23: Manage multi-agency working arrangements

Unit reference: CCLD023/L5:
Credit value 4

level 5
GLH 40

Unit Aim:

This unit is about managing multi-agency working arrangements. With the extension of roles and new legislation many more managers have to work collaboratively with other agencies for the benefit of children and families.

Who is this unit for?

This unit is for you if you manage or contribute to the management of a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families and who work collaboratively with other agencies. You must work within the principles and values of the sector in order to achieve this unit.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 1: Establish and maintain relationships with other agencies	1. Identify relevant agencies <ul style="list-style-type: none"> make contact with relevant agencies 		
	2. Establish ground rules of working together with other agencies, clarifying roles, responsibilities and accountability		
	3. Maintain positive relationships with other agencies, recognizing different communication styles		
	4. Set up regular contact with colleagues in other agencies		
	5. Facilitate contact between colleagues in your own agency and those in other agencies		
	6. Work with other agencies to minimise duplication and share relevant information		

	7. Treat colleagues in other agencies with respect, recognizing their different skills and expertise		
LO 2: Share information with other agencies	1. Establish methods of sharing information based on the types of information involved and the location of the different agencies		
	2. Use a variety of information sharing methods, including ICT		
	3. Maintain appropriate security and confidentiality is maintained		
	4. Share information with other agencies in a timely manner, bearing in mind the potential dangers of withholding information balanced against the privacy of children and families		
	5. Involve children and families in the sharing of information, except where the welfare of children is at stake		
	6. Ensure children and families are aware of the policies and procedures of the agency with regard to the sharing of information		
	7. Use secure methods to store and retrieve information		
	8. Ensure information is clearly understood and specialist language is clarified		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 24: Provide learning opportunities for colleagues

Unit reference: CCLD025/L5:
Credit value 2

level 4
GLH 20

Unit Aim:

This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs.

Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is your role in providing an 'environment', for example, in your team or area of responsibility, in which learning is valued.

For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.

Who is this unit for?

This unit is recommended for leaders and managers of settings whose main purpose is children's care, learning and development and who have as part of their role responsibility for other people and their work.

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

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 1: Provide learning opportunities for colleagues	1. Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognized		
	2. Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve		
	3. Work with colleagues to identify and prioritize learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills		
	4. Help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities		
	5. Work with colleagues to identify and obtain information on a range of possible learning		

	activities to address identified learning needs		
	6. Agree with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales		
	7. Work with colleagues to recognize and make use of unplanned learning opportunities		
	8. Seek and make use of specialist expertise in relation to identifying and providing learning for colleagues		
	9. Support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning		
	10. Engage in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience		
	11. Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes		
	12. Support colleagues to take responsibility for their own learning, including practicing and reflecting on what they have learned		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 25: Co-ordinate and support provision for children with special educational needs**Unit reference: CCLD026/L4:****level 4****Credit value 4****GLH 40****Unit Aim:**

This unit is about co-ordinating support and provision for children with special educational needs. It includes co-ordinating and reviewing policies and procedures and reviewing practice, planning for individual children and working in partnership with other agencies and professionals.

Who is this unit for?

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This is suitable if you co-ordinate work, with children with special educational needs, either as a manager or lead/senior professional in a setting, or within a peripatetic service where you have a high degree of autonomy and control over your work.

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

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
L O 1: Develop policies, procedures and practice for inclusion of children with special educational needs	1. Develop policies and procedures relevant to the inclusion and equality of access for children with special educational needs		
	2. Regularly review policies and procedures for inclusion of children with special educational needs		
	3. Monitor, collect data and evaluate the effectiveness of policies and procedures in developing and improving inclusive practice		
	4. Identify issues and plan for continuous improvement in implementation of inclusive practice		
	5. Include children and families as partners in the co-ordination, development and review of policies, procedures and practice		
	6. Adapt your use of complex specialist language to ensure clarity and understanding		

LO 2: Co-ordinate planning for individual children	1.	Identify relevant information to inform plans <ul style="list-style-type: none"> Gather relevant information to inform plans Record relevant information to inform plans 		
	2.	Utilize all relevant sources of information to inform plans, include your own observations and assessments of children		
	3.	Organize staged assessment reviews, increasing the time allowed between review if the child is making sufficient progress		
	4.	Appraise the capability and readiness of children to learn and committing to raising their achievements		
	5.	Co-ordinate a graduated response to meet individual children's needs		
	6.	Approach the relevant authorities to request additional resources or a statutory assessment		
	7.	Keep plans up-to-date		
	8.	Provide adequate resources to implement plans and ensure care givers involved are knowledgeable about children's with special educational needs and confident in their roles and responsibilities.		
	9.	Identify and take steps to overcome barriers to communication		
	10.	Maintain confidentiality as appropriate as to the requirements of your provision		
	11.	Plan to support children through transitions		
	1.	Identify and make contact with other agencies and professionals relevant to the co-		

LO 3: Work in partnership with other agencies and professionals	ordination and support children with special educational needs		
	2. Seek out information and support available locally or regionally		
	3. Ensure you work as a partner with other agencies and professionals		
	4. Ensure up-to-date records are kept for each child and that these are informative, objective, clear and accurate		
	5. Share information across agencies and professional groups for the benefit of children with special educational needs		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 26: Assess, evaluate, and support children's mathematical learning, exploration and problem solving

Unit reference: CCLD026/L4:

level 4

Credit value 5

GLH 50

Unit Aim:

This unit is about evaluating and supporting children's early mathematical learning, exploration and problem solving. The unit is closely linked to early education settings where the main purpose is children's care, learning and development, but could be applicable in other circumstances.

Who is this unit for?

This unit is for you if you are involved in the evaluation and support of children's early mathematical learning, exploration and problem solving, either as a manager or lead/senior practitioner or if you work in support of others and have significant responsibility for supporting children, families, colleagues and other adults within the setting or service. It may also be appropriate for you if you work in support of other professionals with specific expertise in particular areas concerning children's development.

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

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 1: Facilitate the assessment and support of children's exploration and problem solving skills	1. Identify where curriculum and assessment framework requirements include exploration and problem solving		
	2. Support the development of systems to assess children exploration and problem solving skills		
	3. Facilitate the recognition of, and response to, children who require additional support		
	4. Support the assessment of children, using observation and feedback from reliable sources including families and the children themselves		
	5. Encourage recognition of the different aspects of exploration and problem solving and include in the assessment		
	6. Encourage the prompt identification and referral of concerns to the appropriate agency or professional		

	7. Ensure opportunities are taken to extend and develop children's exploration and problem solving skills		
	8. Support colleagues in determining the need for adequate resources to support children's exploration and problem solving		
	9. Ensure sensitive interventions to support learning		
	10. Work with others to adapt practice to ensure equality of access for all children to programmes and activities that support exploration and problem solving		
	11. Ensure children take part effectively and confidently in activities		
LO 2: Facilitate the assessment and support of children's mathematical learning	1. Identify relevant curriculum and assessment framework requirements		
	2. Support the development of systems to assess children's mathematical learning		
	3. Facilitate the recognition of, and response to, children who require additional support		
	4. Support the assessment of children, using observation and feedback from reliable sources including families and the children themselves		
	5. Encourage recognition of the different aspects of mathematical learning and include in the assessment		
	6. Encourage the prompt identification and referral of concerns to the appropriate agency or professional		
	7. Ensure opportunities are taken to extend and develop children's mathematical learning		
	8. Support colleagues in determining the need for adequate resources to support children's mathematical learning		
	9. Ensure sensitive interventions to support learning		

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 2: (continue) Facilitate the assessment and support of children's mathematical learning	10. Work with others to adapt practice to ensure equality of access for all children to programmes and activities that support mathematical learning		
	11. Ensure children take part effectively and confidently in activities		
LO 3: Support the monitoring, evaluation and planning of improvements to support children's mathematical learning, exploration, and problem solving	1. Support systems and procedures to monitor and evaluate the development of children's skills		
	2. Facilitate the development of systems and procedures to evaluate provision to support children's mathematical learning, exploration, and problem solving		
	3. Support colleagues with the inclusion of children and families in the evaluation, as appropriate to the children's age needs and abilities		
	4. Support colleagues with the inclusion of children and families in the evaluation, as appropriate to the children's age needs and abilities		
	5. Identify issues for improvement and plan for continuous development and improvement		
	6. Promptly refer concerns to the appropriate agency or professional		
	7. Encourage colleagues to reflect on practice by modelling reflective skills		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature If sampled		Date	

Unit 27 Co-ordinate special educational needs for early education within a local area**Unit reference: CCLD027/L4:****level 4****Credit value 4****GLH 40****Unit Aim:**

This unit is about the work of special educational needs co-ordinators who are area based and whose work involves supporting settings who offer early education. The unit is also applicable to other settings.

Who is this unit for?

This unit is for you if you are a special educational needs co-ordinators working with settings offering early education. In order to achieve the unit you will be working with a high degree of autonomy and independence, supporting other practitioners and settings.

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

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2,
LO 1: Plan and promote interventions designed to meet children's needs	1. Provide advice and practical support for special educational needs co-ordinators for the implementation of a graduated approach to identification, assessment and intervention		
	2. Ensure your planning and interventions are based on current, relevant information about the children concerned, and recognize resource implications		
	3. Support the development of strategies for monitoring and evaluating interventions		
	4. Plan and promote interventions in partnership with children and families, ensuring that communication difficulties are effectively addressed		
	5. Support setting special educational needs co-ordinators who are preparing children for transitions		

	6. Provide advice on establishing training needs and identifying opportunities for professional updating for setting special educational needs co-ordinators		
LO 2: Provide day-to-day support for setting based special educational needs co-ordinator	1. Establish the support needs of the setting special educational needs co-ordinators, prioritizing and responding to settings that need most support		
	2. Develop positive relationships and effective communication with the setting special education educational needs co-ordinators <ul style="list-style-type: none"> Maintain positive relationships and effective communication with the setting special education educational needs co-ordinators 		
	3. Support special educational needs co-ordinators within settings to develop policies for inclusion and access for children with special educational needs		
	4. Sensitively offer support and advice to setting special educational needs co-ordinators in their everyday work with children with special educational needs		
	5. Work with settings to support and encourage their confidence and independence in their work with children and families		
	6. Ensure that referral procedures are clear and records are well organized, relevant and follow a consistent approach		
	7. Provide a positive role model in hands-on work with children and families		
	8. Share information as required and maintain appropriate confidentiality		
LO 3: Participate in the development of the service	1. Support a multi-agency approach by setting up and maintaining links between key agencies involved in supporting children with special educational needs		
	2. Share knowledge of assessment frameworks used in your work with other agencies		
	3. Involve other professionals in providing advice, information and training as required by the setting		

for children with special educational needs	4. Contribute to the development of local services and resources		
	5. Develop good practice in work with children with special educational needs in early education settings <ul style="list-style-type: none"> Disseminate good practice in work with children with special educational needs in early education settings 		

Learners Signature		Date	
Assessors Signature		Date	
IQA's Signature (if sampled)		Date	
EQA Signature (If sampled)		Date	

Unit 28: Promote children's emotional well-being**Unit Reference: CCD020/L3****Level: 4****Credit Value: 3****GLH 30**

Unit Aim: This unit provides the learner with the knowledge, skills and understanding to promote children's emotional well-being.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO1. Understand children's needs in relation to emotional well-being.	1.1. Explain theoretical perspectives on emotional wellbeing of children.		
	1.2. Explain the process of: <ul style="list-style-type: none"> • bonding • attachment • developing secure relationships with children 		
	1.3. Evaluate the impact of secure relationships on a child's emotional well-being.		
LO2. Understand the requirements for promoting emotional well-being in relation to current frameworks.	2.1. Analyze the role and responsibility of the Key Person in promoting emotional well-being of children		
LO 3. Understand the needs of children during transition and significant events.	3.1. Identify transitions and significant events that a child may experience.		
	3.2. Describe potential effects of transition and significant events on a child's life.		
	3.3. Explain the role of the Early Years practitioner in preparing a child for a planned transition.		
	3.4. Explain the role of the Early Years practitioner in supporting the needs of children during transition and significant life vents.		

LO 4. Be able to promote the emotional well-being of children in own setting.	4.1. Identify the needs of children in own setting in relation to emotional well-being.		
	4.2. Work with children in a way that: <ul style="list-style-type: none"> • supports independence • builds resilience and perseverance • builds confidence • supports self-reliance • equips children to protect themselves • builds relationships between children. 		
	4.3. Plan an activity to promote emotional well-being in own setting.		
	4.4. Implement an activity to promote emotional well-being in own setting.		
	4.5. Reflect on own role when promoting emotional well-being in own setting.		
LO5. Evaluate provision in own setting .	5.1 Demonstrate understanding of current frame-works relating to emotional well-being		
	5.2 Analyze the theoretical perspectives of emotional well-being		
	5.3 Critically evaluate provision in own setting in relation to promoting emotional well-being in line with current frame-works and theoretical perspectives		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 29: Understand how to support children who are unwell**Unit Reference: EYCD005/L3****Level: 4****Unit Reference: CCD021/L2****Credit Value: 2****GLH 20**

Unit Aim: This unit provides the learner with the knowledge and understanding of how to support children who are unwell.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO1. Know common childhood illnesses.	1.1. Identify common childhood illnesses.		
	1.2. Identify exclusion periods for common childhood illnesses.		
	1.3. Explain treatments for common childhood illnesses.		
	1.4. Describe signs and symptoms of common childhood illnesses		
LO 2. Know the signs of ill health in children	2.1. Describe the signs and symptoms of ill health in children.		
	2.2. Give examples of when medical intervention is necessary		
LO 3. Understand legal requirements for reporting notifiable diseases.	3.1. Identify notifiable diseases		
	3.2. Describe the process for reporting notifiable diseases.		
LO 4. Understand the role of the Early Years practitioner in minimizing ill health in children.	4.1. Explain how the Early Years practitioner can minimize ill health in children.		
LO 5. Understand care routines when a child is ill.	5.1. Explain procedures which are followed when a child is taken ill in a setting.		
	5.2. Outline the procedures for: <ul style="list-style-type: none"> • storage of medication • administration of medication 		

	<ul style="list-style-type: none"> record keeping with regard to medication. 		
	5.3. Respond to the needs of a child who is ill in relation to: <ul style="list-style-type: none"> food and drink personal care rest and sleep emotional well-being dignity and respect observation and monitoring. 		

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO 6. Understand how to support children for planned hospital admission.	6.1. Describe how the Early Years practitioner supports a child to prepare for a stay in hospital.		
LO 7. Understand the therapeutic role of play in hospitals.	7.1. Describe the therapeutic role of play in hospital in supporting children's recovery.		
LO8. Understand the role of the Early Years practitioner when supporting children who are chronically ill.	8.1. Describe the responsibilities of the Early Years practitioner when supporting a child who has a chronic health condition in relation to: <ul style="list-style-type: none"> training and development needs partnership working • inclusive practice • support for self. 		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 30: Understand the needs of the mother and baby during pre-conception, pregnancy and the first year of life

Unit Reference: EYCD006/L3

Level: 4

Unit Reference: CCD022/L3

Credit Value: 3

GLH 30

Unit Aim:

This unit provides the learner with the knowledge and understanding of pre-conceptual care; pregnancy; and health and developmental checks during the first year of life.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO1. Understand development from conception to end of gestation.	1.1. Describe stages of development from fertilization to end of gestation.		
	1.2. Describe antenatal developmental checks.		
	1.3. Identify actions to take in response to outcomes of antenatal developmental checks.		
LO 2. Understand the potential effects on development of preconception, pre-birth and birth experiences.	2.1. Explain the potential effects on development of: pre-conception experiences pre-birth experiences birth experiences.		
LO3. Understand post-natal care.	3.1. Describe post-natal care for: <ul style="list-style-type: none"> • mother • baby. 		
	3.2. Describe concerns parents may have following the birth of a baby.		
	3.3. Identify sources of support for parents following the birth of a baby.		
LO4. Understand developmental checks from birth to 12 months.	4.1. Explain routine checks carried out for: <ul style="list-style-type: none"> • the newborn • the baby during the first year of life. 		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 31: Observation, assessment and planning**Unit Reference: CCLD007/L3****Level: 4****Unit Reference: CCD007/L3****Credit Value: 8****GLH: 80****Unit Aim:**

This unit is aimed at those who work in Health or Social care settings or with children and other young people in a wide range of setting. It identifies the requirements when keeping yourself and individuals safe and secure within a work setting where children, young people and adults are cared for or supported.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Understand the observation, assessment and planning cycle.	1.1. Explain how observations are used: <ul style="list-style-type: none"> to plan for individual children's needs for early intervention to review the environment during transition when working in partnership. 		
	1.2. Discuss the observation, assessment and planning cycle.		
LO: 2. Understand professional practice in relation to the observation of children.	2.1. Discuss the need for confidentiality and objectivity during the observation process.		
	2.2. Explain reasons for maintaining accurate and coherent records and reports.		
	2.3. Identify factors to consider when observing children.		

	2.4. Apply the need for objectivity when observing children.		
O: 3. Understand observation methods in relation to current frameworks.	3.1. Explain observation and planning requirements in relation to current frameworks.		
	3.2. Evaluate observation methods: <ul style="list-style-type: none"> • media/photographic/video/audio recorders • snap shot/post it • narrative/written record • check lists • event sample • time sample • sociogram • target child • child tracker / movement record • use of the above methods within Longitudinal Study. 		
LO: 4. Understand child centred planning.	4.1. Analyze how child-centred planning meets individual needs of children.		
	4.2. Discuss ways of identifying children's individual needs and interests to support effective planning.		
	4.3. Explain how working with other professionals, parents and carers supports child-centred planning.		

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 5. Understand the role of assessment in the observation assessment cycle.	5.1. Evaluate the role of the observation, assessment and planning cycle to shape activities, opportunities and experiences in an Early Years setting.		
	5.2. Evaluate benefits of undertaking a Longitudinal Study for: <ul style="list-style-type: none"> the child Early Years practitioners other professionals. 		
	5.3. Discuss how tracking children's progress can enhance learning.		
LO: 6. Understand the skills required by the Early Years practitioner when observing children.	6.1. Describe the professional skills required when observing children.		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

Unit 32: Promote the safeguarding of children and young people**Unit Reference: CCLD008/L3****Level: 4****Unit Reference: CCD008/L3****Credit Value: 3****GLH: 30**

Unit Aim: This unit is aimed at those who work with children and other young people in a wide range of setting.

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 1. Maintain understanding and awareness of harm, abuse and safeguarding	1.1 Eliminate factors, situations and actions that may cause or lead to harm and abuse		
	1.2. Identify the signs and symptoms of abuse or danger of being abused		
	1.3 Explain the actions to be taken when harm or abuse is suspected or disclosed		
LO: 2. Support practices that safe guard children from harm and abuse	2.1 Demonstrate actions to be taken to avoid harm or abuse		
	2.2 Report any changes, events or occurrences that cause concern		
	2.3 Report concerns about the welfare, behaviors or situations that may lead to harm or abuse		
LO: 2. Support practices that safe guard from harm and abuse	2.4 Report any changes or occurrences that may lead to harm or abuse		
LO: 3. Support relationships that promote the safe guarding of children and young people	3.1 Work with preferred communication methods, culture and language		
	3.2 Explain the communication method within the work setting		

	3.3 Explain the responsibility to disclose within the work setting any potential or actual harm or abuse.		
	3.4 Demonstrate confidentiality within the boundaries and the safe guarding of children and young people		
	3.5 Explain your role, responsibilities and accountability of others within work setting		
LO: 4. Know how to respond to suspected abuse	4.1 Explain how to respond to a child who has disclosed abuse		
	4.2 Describe who to contact if abuse is suspected		
	4.3 Describe what documentation may need to be completed		
LO: 5. Work in ways that promote the wellbeing of children and young people	5.1 Work with child or young persons in child centered ways		
	5.2 Identify backgrounds, experiences and beliefs that impact on practice		
	5.3 Access and work with laid down procedures		
	5.4 Demonstrate trust and rapport		
	5.5 Explain how and when to seek support in situations beyond your experience and expertise		
	5.6 Explain factors that have positive effect on		

	communication and language skills		
	5.7 Explain factors that have negative effect on communication and language skills		

Learning Outcome The learner will be able to:	Performance Criteria/Assessment Criteria The learner can:	Evidence code e.g. ASS, DO	Evidence Page Number e.g. Pg2, Pg4
LO: 6. Support Children and young people to keep themselves safe	6.1 Support awareness of personal safety		
	6.2 Explain actions to take in understanding bullying and actions to be taken if it occurs		
LO: 7. Understand legislation and best practice relating to the safeguarding and protection of children	7.1 Identify key legislation relating to the safeguarding and protection of children		
	7.2 Describe the importance of confidentiality		
	7.3 Report on a case of child abuse		
LO 8. Understand different types of abuse	8.1 Describe the different categories of abuse		
	8.2 Identify common signs, symptoms and behaviours that could indicate abuse		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA's Signature: (if sampled)	Date:
EQA's Signature: (if sampled)	Date:

LIST OF PARTICIPANT FOR REVIEW NSQ CHILDREN'S CARE, LEARNING AND DEVELOPMENT (CCLD)

S/N	NAMES	ADDRESS	PHONE	EMAIL
1.	VENERABLE TIMOTHY IGHODARO	Quality Vocational Skills Empowerment Benin City.	08029503132	ighodaroeghosa@yahoo.com
2.	MANSUR ABDULLAHI	NBTE Consultant, Kaduna.	08034402746	mansurabdullahi33@gmail.com
3.	UCHENNA NWAMALUBIA	Kendale Montessori School, Okpuno Otolu Nnewi, Anambra State.	08033423008	uche4starkids@yahoo.com
4.	BEATRICE I. OYESHOLA	Betty Queen International School 4-6 Offa Road, Kaduna.	08033111908	bettyoyeshola@yahoo.com
5.	USAINI TEMITOPE KHADIJAT	Glisten International Academy Jahi, Abuja,Plot 1457, Cadastral Zone B8, Jahi Abuja.	08058575220	info@glisteninternationalacademy.com

**National Skills
Qualifications**
FOR
**CHILDREN'S CARE,
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DEVELOPMENT
(CCLD)**

LEVEL 4



Plot B, Bida Road, PMB 2239, Kaduna
ideasworldbankproject@nbte.gov.ng
Tel: +234 (0) 802 4728 042