

BTEC

Edexcel Level 3 BTEC National Certificate and Diploma in Children's Care, Learning and Development

Professional Practice Assessment Log

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Tutor support

**Edexcel Level 3 BTEC National Certificate and
Diploma in
Children's Care, Learning and Development
Professional Practice Assessment Log**

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BTEC NATIONAL CERTIFICATE AND DIPLOMA IN CHILDREN'S CARE, LEARNING AND DEVELOPMENT

**BTEC National Certificate in Children's Care, Learning and
Development**

**BTEC National Diploma in Children's Care, Learning and
Development**

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Introduction to the log

The aim of this log is to provide a tool for learners to record evidence of the practical application of their skills in working in the early years sector. All units in the programme provide learners with the theoretical knowledge required to be effective practitioners. In *Unit 4: Reflecting on and Developing Practice for Children aged 0-8* learners need to show their skills in the application of that knowledge in specific settings.

This log is designed to facilitate the demonstration of good practice and to focus learners on the central importance of the unit to their early years qualification by ensuring consistency in the assessment of that practice. **The use of the forms within this log is mandatory, whilst the formatting can be changed the content of the log cannot be changed.**

The importance of the Children's Care, Learning and Development Professional Practice Log

In the overall scheme of the BTEC National Certificate and Diploma, *Unit 4: Reflecting on and Developing Practice for Children aged 0-8*, if successfully completed, contributes an essential element to 'qualified practitioner status' that the successfully completed qualification conveys. The log should reflect the experiences and activities undertaken by the learner throughout their 800 hours in a range of early years placements.

Tutors and placement supervisors should be fully satisfied that learners have demonstrated the required level of competence before approving this in the progress reports.

The importance of the log and the *Unit 4: Reflecting on and Developing Practice for Children aged 0-8* is reflected in the guidance relating to the role of the college tutor in the assessment process.

Learners have to undertake a minimum of FOUR placements, each of which must include TWO observational visits as a minimum from a significant member of the course team (see guidance on tutor placement visits on page 6). EACH visit must be recorded on a CCLD 3 *Tutor visit/observation* form under the appropriate controlled conditions.

Ownership of the Professional Practice Log

The log needs to be completed by the different people involved in the training, but ownership of the log is firmly in the hands of the learner. It is the learner's responsibility, and theirs alone, to ensure that the full log is completed appropriately.

Learner guidance

Using the Professional Practice Log

The Professional Practice Log is designed to be completed over the whole period of your studies. For most people this will be over a two-year period.

Recognising knowledge and understanding is fairly straightforward, as we can all answer questions about what we know. However, demonstrating competence and how good our skills are in an early years setting is not quite so easy.

Demonstrating your skill

This Professional Practice Log is a record of your skills in an early years context.

Forms

The log's forms give you the opportunity to record feedback from:

- tutor visits/observations
- placement supervisors
- reflections on your own performance
- tutor assessment of your achievement of professional practice.

The log also provides a way of recording the number of vocational hours completed.

You should also include all other evidence of competence, eg witness testimonies, observation records, child observations, curriculum plans etc in your log. If you take care completing your log and make sure that your records of observation are detailed you should have no problem in successfully passing this element of the qualification. In fact, many learners take great pleasure and pride in ensuring that their Professional Practice Log is of a very high quality.

Other evidence for the log may include:

- witness statements of activities undertaken, practice demonstrated, involvement in meetings, discussions etc
- reflective logs of placement
- child observations
- child assessment records
- copies of children's work
- planning and evaluation sheets
- reflective accounts of incidents
- placement reports.

You are encouraged to present other forms of evidence, as long as you can support the evidence with validation from placement supervisors, tutors etc.

There are several ways of recording the demonstration of your skills in an early years context. The most commonly used ways are:

- Asking your placement supervisor to observe you carrying out a task or activity. They then complete and sign a report detailing what they have seen and heard.
- Asking your placement supervisor for a signed witness statement relating to a piece of work that you have carried out in their workplace. They may not have seen you do the task but have seen the end result.
- Asking your course tutor to observe you completing an activity or task and then obtaining a signed report detailing the results.
- Completing a 'reflective account' yourself. This involves analysing what you have done. Your account should include what worked well and what required change. A reflective account should always be supported by additional evidence that demonstrates how you carried out the task or activity.

The person undertaking observations and providing witness statements must be experienced and/or qualified in the particular vocational context that you are working in.

Photographs

Photographs of children should not be taken and must not be submitted in your portfolio.

Recording vocational hours

An essential part of your vocational practice is the completion of 800 hours of work placement/experience over two years.

Providing evidence of this vocational work is not always easy. However, this log offers you the opportunity to record the hours of experience that you gain over the period of your course (see form CCLD 7).

Recording your practice is central to the Professional Practice Log and you **must** ensure that all your hours are recorded to meet the requirements for a 'pass' for *Unit 4: Reflecting on and Developing Practice for Children aged 0-8*.

Assessment of professional practice

Professional practice provides you with the opportunity to demonstrate your vocational skills and is therefore, an essential part of your qualification is 'proving' that you are a competent practitioner.

Proving competence

In order to be successful in this assessment you must complete and pass all the recording requirements in the Professional Practice Log.

If you fail to satisfy your assessor in any part of the Professional Practice Log you will be required to complete a re-submission of the unsatisfactory work. This may involve carrying out additional time in the placement or in another setting.

Assessing the Professional Practice Log

There are three types of assessment in the log used to assess your vocational practice. These are:

- self-assessment (CCLD 1, CCLD 2, CCLD 3, CCLD 7)
- work placement supervisor assessment (CCLD 4, CCLD 7)
- tutor assessment (CCLD 3, CCLD 5, CCLD 6, CCLD 8).

Self-assessment

Throughout the Professional Practice Log you will have the opportunity to reflect on your own progress as an effective practitioner. You should reflect on any relevant areas for improvement or change.

The self-assessment activity is personal to you and will only be used for professional practice discussions with your placement supervisor or course tutor.

Work placement supervisor assessment

While you are on placement it is essential that you ask your supervisor to assess your professional practice skills. Evidence of your knowledge and understanding alone is insufficient to ensure a 'pass' mark for this unit.

Your supervisor will be asked to complete honest and comprehensive records about your professional practice skills. This means that you need to take an active part in gaining the evidence you require for a 'pass.'

At this level of study you are expected to be able to identify suitable opportunities for your placement supervisor to observe your actions. Supervisors may not always recognise the kind of evidence you require. You should inform them of suitable opportunities.

Tutor assessment

Your course tutor will be assessing both your theoretical work and your practice throughout the programme of study. You will be required to pass all the units of study involved in the award.

This Professional Practice Log contributes evidence of your competence for all the units involved in your studies, as well as *Unit 4: Reflecting on and Developing Practice for Children aged 0-8*.

Your tutor will visit you in the workplace to observe your work practice (normally on two occasions) for each of your FOUR placements. This assessment by your tutor should be supportive of the continuous assessment by your workplace supervisor. You should check your progress against your evidence with your supervisor and reflect on any suggested areas for development that are discussed.

Working through your Professional Practice Log

As you work through your Professional Practice Log you will find that each outcome is listed in more detail, along with suggestions for achievement of the pass criteria related to that outcome.

In some cases an observation report from a placement supervisor or your tutor will be required, but in other cases written work from another unit of study may be the evidence submitted to meet the requirements of the outcome.

You must complete **all** the sections of your Professional Practice Log. If you fail to complete any sections of the log you will not be able to gain a pass the whole qualification.

The course tutor role

This Professional Practice Log has been developed as a direct result of good practice across a range of early years programmes. It builds on work that centres have produced as part of their learning programmes.

Professional Practice is seen as being central to the BTEC National Certificate and Diploma in Children's Care, Learning and Development. Therefore, the recording of this practice is of importance to all other units.

The course tutor holds a central role in ensuring that learners' professional practice takes place in the range of suitable settings, with supervision by qualified people.

Placements should be supervised by a senior worker with one of the following:

- an early years teaching qualification in either Key Stage 1, 2 or the foundation stage
- a child care qualification equivalent to Level 3 **or above** plus two years post qualifying experience
- a paediatric nursing or health visiting qualification
- a social work qualification with experience in family/early years work.

Encouraging independence from learners

The main aim of this level of qualification is to ensure that learners are well qualified and able to perform their work role safely and independently. Learners should be encouraged to become independent, confident learners and practitioners, and to provide evidence of this within the logbook.

In the first year of studies learners are likely to rely heavily on tutor guidance and support. However, by the second year of their studies, learners should be demonstrating the skills and knowledge required to perform as autonomous learners and practitioners.

Tutor placement visits

An essential part of the assessment of the Professional Practice Log is the role of the tutor assessment visits.

Each of the FOUR placements must have a minimum of TWO visits. A professionally competent course team member, who has some involvement with the learners beyond placement visiting, must carry out these visits. Occupational competence is defined as possessing one of the following:

- an early years teaching qualification
- a childcare qualification Level 3 **or above** plus two years post qualifying experience
- a paediatric nursing or health visiting qualification
- a social work qualification with experience in family/early years work
- a degree in a relevant discipline, eg social sciences, health, care work, with experience of teaching on the course and/or working in a childcare environment.

Each visit must be recorded on the tutor visit forms (CCLD 3), with the appropriate competences recorded and assessed. Over the period of the learners' placements they must be observed and assessed against all the competence areas. The placement supervisor should be continually assessing the learner against the competencies and supporting them in their development. This means that visits to placements should be well planned and formalised. The learner should expect to be observed and to provide evidence of their competence in their workplace.

Supporting learners and placement supervisors

A major role of the course tutor is the support of both the learner and the placement supervisor. It is essential that they both understand fully their role in the workplace, the assessment strategy and the roles of all concerned in the process.

Learners will need to understand fully the purpose and role of workplace placement and the importance of the Professional Practice Log in recording their competence.

The workplace supervisor will need to understand the importance of honest and fair assessments. They will need to understand that they have a **duty** to identify when a learner is not competent in a particular part of their work. Workplace supervisors are part of the quality assurance process and must be fully briefed as to their role in the standard of early years care and education.

Where there are disagreements between the placement supervisor and the course tutor regarding learner achievement, every effort must be made to resolve these informally before accessing the complaints and appeals procedures which form part of the centre's quality assurance systems and processes. To maintain independence, a named individual should lead the investigation to resolve the differences, discussing the issues separately with all parties. Where the named individual is also the course tutor, either the line manager or another member of the delivery team who is not involved in placement monitoring should carry out the investigation. Final judgement relating to assessment decisions lies with the centre and is monitored through the normal quality assurance procedures. All discussions should be documented and resolutions agreed by all parties involved and signed accordingly. This record should be available for quality assurance monitoring.

It is also important for course tutors to take immediate action if a work placement is found to be unsuitable for early years professional practice. Learners should not be encouraged to undertake professional work placements in an unsuitable environment. In most situations the centre will have primary responsibility for organising the placement. Learners should be encouraged to make contact with the placement before starting the experience, and an appropriate letter to placement providers should be prepared by the centre.

Progress reports

Progress reports should be completed by tutors throughout the course of the learner's studies. This information will come from observation visits, discussion with the placement supervisor and evidence from the log/portfolio. It is likely that, in the first year of their development, the learners' competence will be less obvious. However, by the second year of their studies they should be observed clearly practising in a competent manner.

It is essential, therefore, that the Professional Practice Log demonstrates learner progression and skills over the two years of their studies.

The work placement supervisor role

The role of placement supervisors in the validation and assessment of this log is pivotal. Placement supervisors are in the unique position of being able to observe learners in a professional setting, operating as a trainee over a period of time.

The role of placement supervisor requires careful appointment. The role should be filled by a suitably qualified person within the setting eg nursery manager/room supervisor, nursery teacher, senior nursery nurse, class teacher. Supervisors should hold one of the following qualifications

- an early years teaching qualification in Key Stage 1, 2 or the Foundation Stage
- a childcare qualification at Level 3 *or above* plus two years post qualifying experience
- a paediatric nursing or health visiting qualification
- a social work qualification with experience in family/early years work.

Supervisors need to emphasise the importance of ownership of the log by the learner. Supervisors should support and encourage their learners in the identification of suitable events and evidence in the early days of the training, encouraging learners to take full responsibility for their logs.

The **correct** assertion of learners' competence to practice is crucial to the credibility of this and other early years qualifications. Placement supervisors must feel comfortable in refusing to sign records of evidence from learners if they do not feel that the learner is competent in the task(s). Equally supervisors should be comfortable in awarding credit where it is due, even if it is only for one assessment criterion.

The learners' log of time spent in placements should be countersigned by the supervisor to confirm that sufficient hours have been spent by learners in their practical settings.

Observation/assessment visits by course tutors should support both the learner and the supervisor. Tutors will need information from, and discussion with, placement supervisors in order to complete the assessment forms. Visits from tutors should normally occur at least twice in each placement and more often where issues are identified as requiring further support.

The quality assurance process

The role of the external verifier

Edexcel appoints a vocationally qualified external verifier to each centre to ensure quality and consistency of assessments. The external verifier will inspect all Professional Practice Logs during centre visits.

Professional practice forms

CCLD1

Learner self-assessment – initial assessment of skills and knowledge

Self-evaluation is an important aspect for achieving improvement in your work practice. You are required to undertake this regularly throughout your course. However, in order to measure improvements, it is essential that you undertake an initial assessment of your competence at the start of your professional practice. This form only needs to be completed once. If you have previously worked with children, you may wish to consider what you gained from these experiences. If you have no formal experience, can you think of any times when you have been in contact with children? This form is designed to help you to identify areas you need to concentrate on in your future practice.

Learner:

Outcomes	Reflect on your ability to meet the outcomes at this stage of your course
1 Understand roles and responsibilities within the children's care, learning and development sector	
2 Be able to observe and identify the individual needs and skills of children	
3 Know how to respond to children's needs through care routines and procedures	
4 Know how to promote a stimulating learning environment for children	
5 Be able to reflect on own practices in work placement experiences	

Learner's signature:

Date:

Teacher's/tutor's signature:

Date:

CCLD2

Learner self-assessment – meeting the learning outcomes

After you have completed working with each age group, it is important for you to consider your performance against each of the learning outcomes. Record your comments in the boxes below, with supporting evidence from activities, giving details of your strengths in each area and what areas you need to work on. This will help you plan what you need to concentrate on in the next placement. You should refer to your observational reports from your teacher/tutor and any reports from the work placement supervisor. This will also provide evidence for the key skills of improving own learning and performance.

Outcomes	Explain how you have met each outcome
1 Understand roles and responsibilities within the children's care, learning and development sector	
2 Be able to observe and identify the individual needs and skills of children	

CCLD2

Learner self-assessment – meeting the learning outcomes

Outcomes	Explain how you have met each outcome
3 Know how to respond to children's needs through care routines and procedures	
4 Know how to promote a stimulating learning environment for children	
5 Be able to reflect on own practices in work placement experiences	

Learner's signature:

Date:

Teacher's/tutor's signature:

Date:

Supervisor's signature:

Date:

CCLD3

Teacher/tutor visit/observation form

Teacher/tutor:

Learner:

Date:

Details of placement:

Age of children	0-1 year	1-3 years	3-5 years	5-8 years
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Supervisor:

Observation visit	(1)	(2)	(other)
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Notes for guidance

At each visit the teacher/tutor must spend time observing the learner working with the children in the placement. Learners should explain their intended activity to the teacher/tutor and for planned activities produce an activity plan with room for self-evaluation.

Comments on the outcomes must refer to observed activities, responses, etc, not to reports from the placement supervisor or verbal descriptions of work done by the learner. Evidence of this nature should be included in a reference section.

The form must be completed on site and signed by all three parties, and a separate form completed for each visit to each placement.

A copy should be kept in the learner's log as well at the centre.

Supervisor's comments

In this section of the form the teacher/tutor can note any issues/comments discussed with the supervisor.

CCLD3

Activities observed/discussed	Learner comments
<i>The teacher/tutor needs to comment on the coverage of outcomes, evidence seen and assessment criteria met.</i>	
Outcome 4	
Outcome 5	
Other evidence/comments	
Signed and dated _____	Signed _____

CCLD4

Supervisor assessment of achievement of professional practice outcomes

(To be completed after each placement and as required.)

Learner:

Date of commencement of training:

Date:

Number of hours placement in setting:

Outcomes	Strengths	Areas for development
1 Understand roles and responsibilities within the children's care, learning and development sector		
2 Be able to observe and identify the individual needs and skills of children		
3 Know how to respond to children's needs through care routines and procedures		

CCLD4

Supervisor assessment of achievement of professional practice outcomes

Outcome	Strengths	Areas for development
4 Know how to promote a stimulating learning environment for children		
5 Be able to reflect on own practices in work placement experiences		

CCLD4

Comments and signatures

Placement supervisor

Signature:

Comments:

Action required:

Learner

Signature:

Comments:

Teacher/tutor

Signature:

Comments:

Action required:

Date of next review:

CCLD5

Teacher/tutor assessment of achievement of professional practice outcomes

(To be completed after each placement and as required.)

Learner:

Date of commencement of training:

Date:

Number of hours placement in setting:

Outcomes	Strengths	Areas for development
1 Understand roles and responsibilities within the children's care, learning and development sector		
2 Be able to observe and identify the individual needs and skills of children		
3 Know how to respond to children's needs through care routines and procedures		

CCLD5

Teacher/tutor assessment of achievement of professional practice outcomes

Outcome	Strengths	Areas for development
4 Know how to promote a stimulating learning environment for children		
5 Be able to reflect on own practices in work placement experiences		

CCLD5

Teacher/tutor assessment of achievement of professional practice outcomes

Comments and signatures

Teacher/tutor

Signature:

Comments:

Action required:

Learner

Signature:

Comments:

Date of next review:

CCLD6

Final statement of competence for _____

This form must be completed by the course teacher/tutor following successful completion of all early years professional practice outcomes.

Type of placements and age group covered

1

2

3

4

Date of commencement of training:

Date:

Outcomes	Strengths	Comments
1 Understand roles and responsibilities within the children's care, learning and development sector		
2 Be able to observe and identify the individual needs and skills of children		

CCLD6

Outcome	Strengths	Comments
3 Know how to respond to children's needs through care routines and procedures		
4 Know how to promote a stimulating learning environment for children		
5 Be able to reflect on own practices in work placement experiences		

Additional comments:

Teacher/tutor signature and date:

Centre address and official stamp:

CCLD7

Recording vocational hours

This form should be completed by the teacher/tutor following each placement.

Type of setting:	Type of setting:
From: To:	From: To:
Age range(s) of children:	Age range(s) of children:
Number of hours:	Number of hours:
Competent/not competent:	Competent/not competent:
Status and qualifications of signatory:	Status and qualifications of signatory:
Signature:	Signature:
Date:	Date:

CCLD7

Type of setting:	Type of setting:
From:	From:
To:	To:
Age range(s) of children:	Age range(s) of children:
Number of hours:	Number of hours:
Competent/not competent:	Competent/not competent:
Status and qualifications of signatory:	Status and qualifications of signatory:
Signature:	Signature:
Date:	Date:

CCLD8 Final grading sheet

The teacher/ tutor should comment on the extent to which the learner has achieved each of the grading criteria for this unit.

Learner:

Teacher/tutor:

Date:

	Grading criteria	Comments	Met/not met
P1	Describe own adherence to codes of practice for each placement		
P2	Observe and identify the physical, social, emotional, cognitive and communication needs and skills of children in each age range and in four different settings		
P3	Observe and identify the individual needs of children with additional needs		

	Grading criteria	Comments	Met/not met
P4	Describe four different routines within each placement setting, including your own role		
P5	Plan, consult on, prepare and implement five activities for a child/group of children to promote specific areas of development within each placement setting		
P6	Review own performance in each of the work placements and identify areas for further self-development		
P7	Describe the role of continuing professional development for workers in the children's care, learning and development sector		

	Grading criteria	Comments	Met/not met
M1	Compare policies and practices at different placement settings		
M2	Interpret the observations undertaken in relation to children's skills and needs		
M3	Explain the importance of different care routines to the child/children, and the organisations/settings		
M4	Analyse each activity and suggest how each could be improved to increase the child's/children's learning and understanding		
M5	Produce a personal development plan and explain how it will potentially support own development		

	Grading criteria	Comments	Met/not met
D1	Use the observations and interpretations to make recommendations for further action with respect to the skills and needs of the child/children concerned		
D2	Evaluate each activity in terms of its effectiveness in promoting children's development		
D3	Evaluate own effectiveness in each placement		

Learner's signature:

Teacher/tutor signature:

Final grade:

Unit

Unit 4: Reflecting on and Developing Practice for Children aged 0-8

NQF Level 3: BTEC National

Guided learning hours: 120 plus 800 hours of assessed work experience

Unit abstract

This unit is double weighted, learners being required to undertake a total of 800 hours supervised work placement. Professional practice is an essential component of this unit, and of the programme as a whole.

The aim of the unit is to reflect the practical application of the programme, providing learners with opportunities to apply their knowledge and understanding in the workplace, as well as to develop, practise and demonstrate the practical competencies required of professional child care and early years workers. Learners need to gain experience of working with children from birth to 8 years in a variety of settings. Experience of working with children, who have additional requirements and may be over this chronological age, should also be included.

A central focus of the unit is reflection, and learners are required to reflect on their own performance in demonstrating the workplace expectations of a professional carer.

The unit is intended to contribute to the underpinning knowledge required for *CCLD 304: Reflect on and develop practice* of the National Occupational Standards in Children's Care, Learning and Development.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand roles and responsibilities within the children's care, learning and development sector
- 2 Be able to observe and identify the individual needs and skills of children
- 3 Know how to respond to children's needs through care routines and procedures
- 4 Know how to promote a stimulating learning environment for children
- 5 Be able to reflect on own practices in work placement experiences.

Unit content

1 Understand roles and responsibilities within the children's care, learning and development sector

Professional behaviour: attendance, punctuality, commitment, personal presentation, personal hygiene, expected standards of behaviour, maintenance of own safety, role and responsibilities, adaptability, responsiveness; working as a member of a team; integrated practice

Confidentiality: need for, parameters

Appropriate interpersonal skills: verbal and non-verbal skills, range of contacts, eg children, families, peers, colleagues, other professionals, respect for knowledge and contribution of others

Knowledge base: of children, families, resources, procedures for referrals, use of initiative

Codes of practice: each setting eg mission statements, behaviour contracts, equal opportunities policies, health and safety policies

Adherence to codes of practice: learner, staff roles

2 Be able to observe and identify the individual needs and skills of children

Observing and identifying ages/stages of the development of children: 0-1 year, 1-3 years, 3-5 years, 5-8 years, milestones of development, emotional, physical, social, communicative/language and cognitive needs and skills, children with particular requirements

Childcare settings: pre-schools and nurseries, nursery classes and schools, child's home, childminders, units for children with special needs, paediatric hospital units

Observational methods: see *Unit 3: Promoting Children's Development*

Interpretations of observations: see *Unit 3: Promoting Children's Development*

3 Know how to respond to children's needs through care routines and procedures

Health and safety issues: supervision, policies, practices, safe use of materials and equipment, hygiene

Care routines: feeding, bathing, changing, dressing, rest and sleep, toileting, mealtimes, washing, role of early years worker

4 Know how to promote a stimulating learning environment for children

Setting: age-groups, aims, structure, staffing; integrated practice

Provision: available resources and materials, wider environment

Curriculum activities: planning, consulting, preparing, implementing, evaluating; integrated practice

Play activities: eg painting, water, sand, home corner, constructional

Promoting development: physical, social, emotional, intellectual, communication

Supporting learning: display, first-hand experience, visits, play

Health and safety: materials, equipment, tools, numbers, hygiene, surfaces

5 Be able to reflect on own practices in work placement experiences

Self-appraisal: reflection, self-awareness; reflection on own performance, reflection on own views and attitudes, reflection on interactions with others; recognition of own knowledge, understanding, skills and contribution to the working of the team; achievements; personal effectiveness; strengths and weaknesses

Monitoring: processes, practices, outcomes; through reviewing diary entries, placement reports and placement outcomes; discussions with tutors, supervisors, others; use feedback to inform reflection, evaluation and performance

Planning: identify gaps in knowledge, understanding and skills; planning for development and improvement; role of continuing professional development

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they have covered all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
P1 describe own adherence to codes of practice for each placement setting	M1 compare policies and practices at different placement settings	
P2 observe and identify the physical, social, emotional, cognitive and communication needs and skills of children in each age range and in four different settings	M2 interpret the observations undertaken in relation to children's skills and needs	D1 use the observations and interpretations to make recommendations for further action with respect to the skills and needs of the child/children concerned
P3 observe and identify the individual needs of children with additional needs		
P4 describe four different routines within each placement setting, including own role	M3 explain the importance of different care routines to the child/children, and the organisations/settings	
P5 plan, consult on, prepare and implement five activities for a child/group of children to promote specific areas of development within each placement setting	M4 analyse each activity and suggest how each could be improved to increase the child's/children's learning and understanding	D2 evaluate each activity in terms of its effectiveness in promoting children's development

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that the learner is able to:	To achieve a distinction grade the evidence must show that the learner is able to:
P6 review own performance in each of the work placements and identify areas for further self-development	M5 produce a personal development plan and explain how it will potentially support own development.	D3 evaluate own effectiveness in each placement.
P7 describe the role of continuing professional development for workers in the children's care, learning and development sector.		

Assessment

Learners are required to undertake a total of 800 hours supervised, assessed work placement. They should be given supported time to plan, review and evaluate their professional practice. The main evidence produced to achieve the outcomes of this unit will be from work placement experience, observations and reflective accounts of learners' own practice.

The criteria must be demonstrated in four separate settings within the four age ranges specified previously. Learners should collect evidence using the Professional Practice logbook in the style of a portfolio, that could include end of placement reports, placement logs, reflective accounts/diary, observations, witness testimonies and personal accounts of practice.

Centres should note the following:

Learners need to carry out observations IN EACH OF FOUR SETTINGS for each of the following age ranges:

- 0-1 year
- 1-3 years
- 3-5 years
- 5-8 years
- AND a child with additional needs.

There should be 20 observations in total

Learners need to describe four different routines within each of four placement settings.

There should be 16 routines in total

Learners need to plan, consult on, prepare and implement five activities for a child/group of children to promote specific areas of development within each of four placement setting.

There should be 20 activities in total

The observations, routines and activities should link to other units within the qualification. For example, the observation required for *Unit 3 Promoting Children's Development* should link to, and form part of the assessment of, Unit 4. Likewise for any routines evidenced for *Unit 2: Positive Environments for Children's Care, Learning and Development*.

In addition to the criteria in relation to observations, routines and activities, learners need to produce evidence for certain other criteria.

P1 requires learners to produce a piece of writing that describes learners' own adherence to codes of practice for each placement setting. They first need to describe the relevant codes of practice for each setting, then describe their own adherence, and compare policies and practices at different placement settings for M1. This requires some explanation of potential differences between policies and practices, according to the setting.

For P6 learners need to reflect on and review their own performance in each of the work placements and identify areas for further self-development. In order to do this they need to refer to evidence such as feedback/discussions with others, placement reports and work experience diaries.

Learners need to identify gaps in knowledge, understanding and skills, and use these to develop a personal development plan, for M5, then explaining how it will potentially support these development needs.

D3 then requires learners to evaluate their own effectiveness in each placement. This should incorporate also an evaluation of the learners' effectiveness at different placements in terms of progression and ongoing development through the programme.

Finally, for P7, learners need to describe the role of continuing professional development for workers in the children's care, learning and development sector. They should be able to gain evidence for this by talking to colleagues and supervisors during their time in their placements.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms the focal point of the National Certificate/Diploma in Children's Care, Learning and Development. The knowledge, understanding and skills gained during progression through this unit link to and underpin many other units in the programme, especially the core units.

The unit is intended to contribute to the underpinning knowledge required for *CCLD 304: Reflect on and develop practice* of the National Occupational Standards in Children's Care, Learning and Development.

It should additionally provide evidence towards the following National Occupational Standards in Children's Care, Learning and Development:

- CCLD 301: Develop and promote positive relationships
- CCLD 302: Develop and maintain a healthy, safe and secure environment for children
- CCLD 303: Promote children's development
- CCLD 305: Protect and promote children's rights
- CCLD 307: Promote the health and physical development of children
- CCLD 308: Promote children's well being and resilience
- CCLD 314: Provide physical care that promotes the health and development of babies and children under 3 years.

The unit should also enable learners to gain some of the underpinning knowledge for the following units of the Level 3 NVQ in Playwork:

- PW7: Develop and maintain a healthy, safe and secure environment for children
- PW8: Develop and promote positive relationships
- PW10: Reflect on and develop practice.

The unit also links to following themes of the Early Years Foundation Stage:

- a unique child
- positive relationships
- enabling environments
- learning and development.

Additionally, some underpinning knowledge should also be gained for the following Children's Workforce Development Council Induction Standards:

- Standard 1: Understand the principles and values essential for working with children and young people
- Standard 2: Understand your role as a worker
- Standard 3: Understand health and safety requirements
- Standard 4: Know how to communicate effectively
- Standard 5: Understand the development of children and young people
- Standard 6: Safeguard children (keep them safe from harm)
- Standard 7: Develop yourself.

Learners should also gain some of the underpinning knowledge for the following Northern Ireland Social Care Council Induction Standards:

- Standard 1: Understanding the principles of care
- Standard 2: Understand the organisation and the role of the worker
- Standard 3: Maintain safety at work
- Standard 4: Communicate effectively
- Standard 5: Develop as a worker.

The unit also provides opportunities for the production of evidence towards the Level 3 key skills in communication, improving own learning and performance and working with others.

Health and safety issues can be introduced through the teaching of this unit by, for example, consideration of risk assessment for different activities in different child-care settings.

Essential resources

The following resources are considered essential for the delivery of this unit:

- access to a variety of placements allowing learners to fulfil the requirements of the unit in terms of the 800 hours of work placement experiences and the 0-8 age range
- an appropriately qualified and experienced tutor to deliver the unit, and support/assess the learners
- visiting time – for staff to visit learners on placement.

Indicative reading for learners

There are many resources available to support this unit. Some examples are:

Textbooks

Bearer et al – *Babies and Young Children: Diploma in Childcare and Education* (Nelson Thornes, 2001)

Bruce T and Meggitt C – *Child Care and Education* (Hodder Arnold, 2006)
ISBN 0340925396

Duffy A – *Working with Babies and Children under Three* (Heinemann, 2006)
ISBN 9780435987312

Green S – *BTEC National Children's Care, Learning and Development Book 1* (Nelson Thornes, 2007) ISBN 09780748781973

Hobart and Frankel – *Child Observation and Assessment* (Nelson Thornes, 2004)
ISBN 0748785264

Lindon J – *Understanding Child Development* (Hodder Arnold, 2005) ISBN 0340886692

Meggitt C – *Child Development: An Illustrated Guide* (Heinemann, 2006)
ISBN 0435420488

Peacock S – *BTEC National Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2007) ISBN 9780435499129

Riddall-Leech S – *How to Observe Children* (Heinemann, 2005) ISBN 0435401866

Squire G – *BTEC National Children's Care, Learning and Development Student Book* (Heinemann, 2007) ISBN 9780436549909

Tassoni P – *S/NVQ Level 3 Children's Care, Learning and Development Candidate Handbook* (Heinemann, 2006) ISBN 9780435499179

Walker M – *Children's Care, Learning and Development NVQ 3 Candidate Handbook* (Nelson Thornes, 2006) ISBN 0748796045

Journals

Early Years

Education 3-13

Nursery News

Nursery World

Topics in Early Childhood Education

Websites

www.dfes.gov.uk/research

Department for Education and Skills

www.skillsforcareanddevelopment.org.uk

Skills for Care and Development

www.tactyc.org.uk

Training, Advancement and Cooperation in Teaching Young Children

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> describe the role of continuing professional development for workers in the children's care, learning and development sector describe the role of continuing professional development for workers in the children's care, learning and development sector. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.1b Give a talk of at least eight minutes using an image or other support material.</p>
Improving own learning and performance Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> review own performance in each of the work placements and identify areas for further self-development review own performance in each of the work placements and identify areas for further self-development review own performance in each of the work placements and identify areas for further self-development. 	<p>LP3.1 Help set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for your learning, using your plan to help meet targets and improve your performance.</p> <p>LP3.3 Review progress and establish evidence of your achievements.</p>

Working with others Level 3	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • plan, consult on, prepare and implement five activities for a child/group of children to promote specific areas of development within each placement setting • plan, consult on, prepare and implement five activities for a child/group of children to promote specific areas of development within each placement setting • plan, consult on, prepare and implement five activities for a child/group of children to promote specific areas of development within each placement setting. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Work to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in future.</p>

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