

# **Pearson Edexcel Level 3 Certificate for Creative and Cultural Practitioners Working with Children and Young People (QCF)**

## **Specification**

NVQ/Competence-based qualification

First registration August 2014

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# Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualification(s) that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

# 1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

## What are NVQ/Competence-based qualifications?

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National Vocational Qualifications (NVQs) or Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

There are three sizes of NVQ/Competence-based qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has met the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

## 2 Qualification summary and key information

<b>Qualification title</b>	<b>Pearson Edexcel Level 3 Certificate for Creative and Cultural Practitioners Working with Children and Young People (QCF)</b>
QCF Qualification Number (QN)	601/1240/2
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	10/09/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	24
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	151
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see <i>Section 9, Access and Recruitment</i> ).
Funding	For details on funding availability, please check the Learning Aims Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

## **QCF qualification number and qualification title**

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Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in the *Edexcel Information Manual*, available on our website: [www.edexcel.com](http://www.edexcel.com)

## **Qualification objectives**

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The Pearson Edexcel Level 3 Certificate for Creative and Cultural Practitioners Working with Children and Young People (QCF) has been developed for creative and cultural practitioners (including artists, musicians, dancers, craftspeople, actors, heritage educators) who are involved in delivering creative and cultural learning activities for children and young people.

Creative and cultural practitioners will work in a range of settings, including early years settings, schools, pupil referral units, youth justice settings, health and wellbeing settings, museums and galleries, libraries, theatres, arts centres and cultural venues, community organisations, and outdoor settings such as the built environment, parks, play areas and festivals/carnivals.

The qualification is suitable for learners who are new to working with children and young people, as well as those with more experience but who wish to develop their knowledge and skills and/or gain a recognised qualification.

## **Relationship with previous qualifications**

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This qualification is a replacement for the EDI Level 3 Certificate for Creative and Cultural Practitioners Working with Children and Young People (QCF), which has expired.

## **Progression opportunities through Pearson qualifications**

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Learners who have achieved the Pearson Edexcel Level 3 Certificate for Creative and Cultural Practitioners Working with Children and Young People (QCF) can progress to other relevant Level 3 or Level 4 qualifications, higher education, management and specialist occupational routes within the industry.

## **Industry support and recognition**

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This qualification is supported by Creative & Cultural Skills, the Sector Skills Council for the creative and cultural industries.



## **Relationship with National Occupational Standards**

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This qualification is based on the National Occupational Standards (NOS) in Cultural Heritage, which were set and designed by Creative & Cultural Skills; the National Occupational Standards (NOS) in Supporting Teaching Learning, which were set and designed by the Training and Development Agency for Schools (TDA); and the National Occupational Standards (NOS) in Health and Social Care, which were set and designed by Skills for Care and Development and Skills for Health.

### 3 Qualification structure

#### **Pearson Edexcel Level 3 Certificate for Creative and Cultural Practitioners Working with Children and Young People (QCF)**

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	24
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	K/601/3323	Safeguarding the Welfare of Children and Young People	2	3	20
2	H/601/3305	Child and Young Person Development	2	2	15
3	K/504/2729	Understand the Context for the Delivery of Creative and Cultural Learning Activities	3	3	20
4	M/504/2909	Plan, Deliver and Evaluate Creative and Cultural Learning Activities for Children and Young People	3	6	25
5	T/601/7407	Support Children and Young People's Positive Behaviour	2	2	15
6	L/602/2578	Promote Professional Development	4	4	33
7	Y/601/1437	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	3	2	8
8	D/601/1696	Support Children and Young People's Health and Safety	3	2	15

Centres should be aware that within the Level 3 qualification in this specification, learners will be required to meet the demands of a unit at Level 4 (Unit 6). Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher level unit during delivery and assessment of the qualification.

## 4 Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification
- further guidance is available in the policy document *Recognition of Prior Learning Policy*, available on the Edexcel website
- a **combination** of these.

## Assessment strategy

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The assessment strategy for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. It has been developed by Creative & Cultural Skills in partnership with employers, training providers, awarding organisations and the regulatory authorities.

## Types of evidence

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To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the Creative & Cultural Skills assessment strategy. As stated in the assessment strategy, the evidence for this qualification can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

## Credit transfer

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Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

## 5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment requirements/strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.
- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9, Access and recruitment* and *Section 10, Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, [www.gov.uk/government/organisations/home-office](http://www.gov.uk/government/organisations/home-office)

## 6 Centre recognition and approval

### Centre recognition

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Centres that have not previously offered Pearson Edexcel accredited vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson Edexcel vocational qualifications is available at [www.pearsonwbl.edexcel.com/qualifications-approval](http://www.pearsonwbl.edexcel.com/qualifications-approval).

### Approvals agreement

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All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualification in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the *UK NVQ Quality Assurance Centre Handbook* and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at <http://pearsonwbl.edexcel.com/quals/NVQ-competence-based-qcf/Pages/default.aspx>



## 8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities
- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors
- taking advantage of suitable digital methods to capture evidence.

## 9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10, Access to qualifications for learners with disabilities or specific needs*.

## 10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at [www.edexcel.com/Policies](http://www.edexcel.com/Policies)

# 11 Unit format

Each unit has the following sections.

## Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

## Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

## Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition includes workplace guidance to support the development of practical job-related skills, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes the time spent by staff assessing learners' achievements, for example in the assessment of competence for NVQs/Competence qualifications.

## Unit aim

This gives a summary of what the unit aims to do.

## Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

## **Learning outcomes**

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## **Assessment criteria**

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

# **Unit 1: Safeguarding the Welfare of Children and Young People**

**Unit reference number: K/601/3323**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 20**

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## **Unit aim**

This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.

## **Unit assessment requirements/evidence requirements**

This unit must be assessed in accordance with the TDA assessment principles.

Evidence or concerns that a child or young person has been abused, harmed or bullied, or maybe at risk of harm, abuse or bullying includes:

- disclosure
- allegations
- signs and indicators of abuse.

Concerns about a colleague should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1	Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety				
		1.2	Describe the roles of different agencies involved in safeguarding the welfare of children and young people				
2	Know what to do when children or young people are ill or injured, including emergency procedures	2.1	Identify the signs and symptoms of common childhood illnesses				
		2.2	Describe the actions to take when children or young people are ill or injured				
		2.3	Identify circumstances when children and young people might require urgent medical attention				
		2.4	Describe the actions to take in response to emergency situations including: <ul style="list-style-type: none"> <li>• fires</li> <li>• security incidents</li> <li>• missing children or young people</li> </ul>				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	3.1	Identify the characteristics of different types of child abuse				
		3.2	Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies				
		3.3	Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self harm) or bullied, or maybe at risk of harm, abuse or bullying				
		3.4	Describe the actions to take in response to concerns that a colleague may be: <ul style="list-style-type: none"> <li>failing to comply with safeguarding procedures</li> <li>harming, abusing or bullying a child or young person</li> </ul>				
		3.5	Describe the principles and boundaries of confidentiality and when to share information				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



## **Unit 2: Child and Young Person Development**

**Unit reference number: H/601/3305**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 15**

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### **Unit aim**

This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.

### **Unit assessment requirements/evidence requirements**

This unit must be assessed in accordance with the TDA assessment principles.

Transitions refer to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the main stages of child and young person development	1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include: <ul style="list-style-type: none"> <li>• physical development</li> <li>• communication and intellectual development</li> <li>• social, emotional and behavioural development</li> </ul>			
	1.2 Describe with examples how different aspects of development can affect one another			
2 Understand the kinds of influences that affect children and young people's development	2.1 Describe with examples the kinds of influences that affect children and young people's development including: <ul style="list-style-type: none"> <li>• background</li> <li>• health</li> <li>• environment</li> </ul>			
	2.2 Describe with examples the importance of recognising and responding to concerns about children and young people's development			
3 Understand the potential effects of transitions on children and young people's development	3.1 Identify the transitions experienced by most children and young people			
	3.2 Identify transitions that only some children and young people may experience, e.g. bereavement			
	3.3 Describe with examples how transitions may affect children and young people's behaviour and development			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# Unit 3: Understand the Context for the Delivery of Creative and Cultural Learning Activities

**Unit reference number:** K/504/2729

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 20

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## Unit aim

This unit aims to enable creative practitioners to understand the context(s) in which their work on creative learning activities for children and young people are undertaken.

## Unit assessment requirements/evidence requirements

Please refer to the Creative & Cultural Skills assessment strategy in *Annexe A*.

**Setting** relates to the type of organisation or context in which learning is to be undertaken. There is a wide variety of settings that are applicable, including but not limited to: early years settings; schools; pupil referral units; youth justice settings; health and wellbeing settings; museums and galleries; libraries; theatres; arts centres and cultural venues; community organisations; and outdoor settings (e.g. built environment, parks, play areas and festivals/carnivals).

**Partners** are the organisations and/or staff/participants in the organisations/settings in which creative and cultural learning activities are to be planned, delivered and evaluated (including children and young people and other creative practitioners), children and young people's parents/carers and other supporters, as appropriate.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the importance of creativity and creative development for children and young people	1.1	Describe why creativity and creative development is important to children and young people's learning				
		1.2	Identify the elements of creative learning that contribute to children and young people's development				
		1.3	Describe how often art form(s) or heritage practice can support creativity and creative development for children and young people				
		1.4	Explain how creativity and creative development can link to other areas of learning				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Understand the environment in which creative and cultural learning activities are delivered	2.1	Describe the purpose, priorities and key features of a specific work setting in which creative and cultural learning activities for children and young people take place				
		2.2	Explain the roles and responsibilities of self and others involved in the planning and delivery of creative and cultural learning activities for children and young people within a specific work setting				
		2.3	Identify any laws and codes of practice which relate to a specific work setting in which creative and cultural learning takes place				
		2.4	Identify the policies and procedures of a specific work setting which are relevant to own work role				
		2.5	Explain the health, safety and security issues that need consideration within own art form(s) and contexts				
		2.6	Explain the boundaries that need to be established when developing relationships with children and young people, particularly in regard to: <ul style="list-style-type: none"> <li>• what boundaries are appropriate and necessary</li> <li>• why they are needed</li> <li>• how to establish and maintain them effectively</li> </ul>				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Understand how partnerships support the planning and delivery of creative and cultural learning activities	3.1	Explain why the development and management of effective partnerships is important in planning and delivering creative and cultural learning activities for children and young people				
		3.2	Explain how to identify suitable partners with whom to develop and deliver learning programmes				
		3.3	Explain how to identify further opportunities for children and young people in the wider arts and heritage sector				
		3.4	Explain how agreement is reached and maintained with partners on defining roles and responsibilities				
		3.5	Define the characteristics of effective partnerships in planning, delivery and legacy of creative and cultural learning activities				
		3.6	Identify the potential barriers to effective partnerships				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# Unit 4: Plan, Deliver and Evaluate Creative and Cultural Learning Activities for Children and Young People

**Unit reference number:** M/504/2909

**QCF level:** 3

**Credit value:** 6

**Guided learning hours:** 25

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## Unit aim

This unit is aimed at creative practitioners who plan, deliver and evaluate creative learning activities with children and young people in a variety of different settings.

## Unit assessment requirements/evidence requirements

Please refer to the Creative & Cultural Skills assessment strategy in *Annexe A*.

**Setting** relates to the type of organisation or context in which learning is to be undertaken. There is a wide variety of settings that are applicable, including but not limited to: early years settings; schools; pupil referral units; youth justice settings; health and wellbeing settings; museums and galleries; libraries; theatres; arts centres and cultural venues; community organisations; and outdoor settings (e.g. built environment, parks, play areas and festivals/carnivals).

**Partners** are the organisations and/or staff/participants in the organisations/settings in which creative and cultural learning activities are to be delivered (including children and young people and other creative practitioners), children and young people's parents/carers and other supporters as appropriate.

The type of **resources and learning materials** will be dependent on the art form being delivered and the setting.

**Personal, learning and thinking skills** include: independent enquiry; team working, effective participation, self management; reflection; and creative thinking. Please refer to *Annexe B*.



## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to plan creative and cultural learning activities	1.1 Work with partners/participants to agree learning outcomes and activities that are appropriate to:			
	<ul style="list-style-type: none"> <li>• the art form/s or context</li> <li>• the differential needs of the learners</li> <li>• the setting in which learning is to be undertaken</li> <li>• the development and/or improvement of art form or context specific skills and understanding</li> </ul>			
	1.2 Agree the roles and responsibilities of self and others involved in the planning and delivery of creative and cultural learning activities for and including children and young people			
	1.3 Prepare lesson/session plans to meet creative and cultural learning outcomes			
	1.4 Prepare resources and/or learning materials that enable the effective delivery of lesson/session plans			
	1.5 Agree appropriate contractual arrangements, including the budget and resources needed to deliver creative and cultural learning activities			
1.6 Plan how evaluation of creative and cultural learning activities will be undertaken				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Be able to prepare the environment for creative and cultural learning activities	2.1 Prepare learning environments to meet: <ul style="list-style-type: none"> <li>the technical requirements of the planned learning activities</li> <li>the creative requirements of the planned learning activities</li> <li>the age range of the learners involved</li> <li>any particular needs/interests of learners</li> </ul>			
	2.2 Identify potential hazards in the learning environment			
	2.3 Take actions to minimise risks, including checking that the necessary safety equipment and procedures are in place and functional			
	3.1 Describe, with supporting examples from own practice, at least three different pedagogical approaches for creative and cultural learning			
3 Understand the range of pedagogical approaches for enabling children and young people's creative and cultural learning	3.2 Explain how the setting influences the delivery of creative and cultural learning activities and how different creative and cultural learning approaches can be effective			

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
4 Be able to deliver creative and cultural learning activities	4.1	Demonstrate an awareness of and ability to use teaching and learning methods to: <ul style="list-style-type: none"> <li>• support, challenge and inspire learners</li> <li>• achieve the learning outcomes</li> <li>• maintain learners' motivation and interest</li> <li>• support learners to set personal objectives</li> <li>• develop and/or improve learners' art form or context specific skills and/or knowledge and understanding</li> <li>• build learners' confidence and develop creative capacities</li> <li>• support the development of personal learning, thinking and leadership skills</li> <li>• gather feedback on, and be responsive to, learners' progress and achievements</li> </ul>				
	4.2	Promote the inclusion of all learners				
	4.3	Adapt the environment and learning activities as required to: <ul style="list-style-type: none"> <li>• meet learners' needs</li> <li>• maintain health, safety and security for all</li> <li>• make the best use of available space and resources</li> </ul>				

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5	4.4	Support learners to: <ul style="list-style-type: none"> <li>• generate ideas</li> <li>• take an increasing level of responsibility and reflect on learning and practice</li> <li>• select resources and materials relevant to their creative learning activities</li> <li>• use resources and materials safely and correctly</li> </ul>		
	5.1	Use appropriate assessment techniques/methods to support the evaluation of learners' progress in relation to the learning outcomes		
	5.2	Gather feedback from learners on their learning experience and encourage learners to seek feedback from peers		
	5.3	Use feedback from learners and partners to evaluate own planning and delivery		
	5.4	Identify areas for improvement and possible opportunities for development in future		

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# **Unit 5: Support Children and Young People's Positive Behaviour**

**Unit reference number: T/601/7407**

**QCF level: 2**

**Credit value: 2**

**Guided learning hours: 15**

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## **Unit aim**

This unit provides the knowledge, understanding and skills required to support children and young people's positive behaviour. It requires demonstration of competence in supporting positive behaviour and responding to inappropriate behaviour.

## **Unit assessment requirements/evidence requirements**

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 2.2, 2.3, 2.4 and 3.1 must be assessed in the workplace.

Policies and procedures of the setting relevant to promoting positive behaviour, for example:

- behaviour policy
- code of conduct
- rewards and sanctions
- dealing with conflict and inappropriate behaviour
- anti-bullying
- attendance

Inappropriate behaviour is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Know the policies and procedures of the setting for promoting children and young people's positive behaviour	1.1	Describe the policies and procedures of the setting relevant to promoting children and young people's positive behaviour				
		1.2	Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting				
2	Be able to support positive behaviour	2.1	Describe the benefits of encouraging and rewarding positive behaviour				
		2.2	Apply skills and techniques for supporting and encouraging children and young people's positive behaviour				
		2.3	Demonstrate realistic, consistent and supportive responses to children and young people's behaviour				
		2.4	Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting				
3	Be able to respond to inappropriate behaviour	3.1	Select and apply agreed strategies for dealing with inappropriate behaviour				
		3.2	Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# **Unit 6: Promote Professional Development**

**Unit reference number: L/602/2578**

**QCF level: 4**

**Credit value: 4**

**Guided learning hours: 33**

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## **Unit aim**

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to promote the professional duty to maintain the currency of knowledge and skills and the need to continually reflect on and improve practice.

## **Unit assessment requirements/evidence requirements**

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in the work setting.



## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand principles of professional development	1.1	Explain the importance of continually improving knowledge and practice				
		1.2	Analyse potential barriers to professional development				
		1.3	Compare the use of different sources and systems of support for professional development				
		1.4	Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date				
2	Be able to prioritise goals and targets for own professional development	2.1	Evaluate own knowledge and performance against standards and benchmarks				
		2.2	Prioritise development goals and targets to meet expected standards				
3	Be able to prepare a professional development plan	3.1	Select learning opportunities to meet development objectives and reflect personal learning style				
		3.2	Produce a plan for own professional development, using an appropriate source of support				
		3.3	Establish a process to evaluate the effectiveness of the plan				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to improve performance through reflective practice	4.1	Compare models of reflective practice			
		4.2	Explain the importance of reflective practice to improve performance			
		4.3	Use reflective practice and feedback from others to improve performance			
		4.4	Evaluate how practice has been improved through:			
			<ul style="list-style-type: none"> <li>• reflection on best practice</li> <li>• reflection on failures and mistakes</li> </ul>			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# **Unit 7: Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings**

**Unit reference number:** Y/601/1437

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 8

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## **Unit aim**

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit covers the topics of equality, diversity and inclusion, and how to promote these in the work setting.

## **Unit assessment requirements/evidence requirements**

Assessment of this unit must adhere to the requirements of Skills for Care and Development/Skills for Health assessment strategy.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand the importance of diversity, equality and inclusion	1.1	Explain what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> </ul>				
		1.2	Describe the potential effects of discrimination				
		1.3	Explain how inclusive practice promotes equality and supports diversity				
2	Be able to work in an inclusive way	2.1	Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role				
		2.2	Show interaction with individuals that respects their beliefs, culture, values and preferences				
3	Be able to promote diversity, equality and inclusion	3.1	Demonstrate actions that model inclusive practice				
		3.2	Demonstrate how to support others to promote equality and rights				
		3.3	Describe how to challenge discrimination in a way that promotes change				

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

# **Unit 8: Support Children and Young People's Health and Safety**

**Unit reference number: D/601/1696**

**QCF level: 3**

**Credit value: 2**

**Guided learning hours: 15**

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## **Unit aim**

This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

## **Unit assessment requirements/evidence requirements**

Assessment of learning outcome 2 must take place in a real work environment. Simulation is not permitted.

Unit should be assessed in line with Skills for Care and Development's QCF Assessment Principles.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Understand how to plan and provide environments and services that support children and young people's health and safety	1.1	Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services				
		1.2	Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely				
		1.3	Identify sources of current guidance for planning healthy and safe environments and services				
		1.4	Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service				
2	Be able to recognise and manage risks to health, safety and security in a work setting or off site visits	2.1	Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues				
		2.2	Demonstrate ability to deal with hazards in the work setting or in off site visits				
		2.3	Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk				
		2.4	Explain how health and safety risk assessments are monitored and reviewed				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how to support children and young people to assess and manage risk for themselves	3.1	Explain why it is important to take a balanced approach to risk management			
		3.2	Explain the dilemma between the rights and choices of children and young people and health and safety requirements			
		3.3	Give example from own practice of supporting children or young people to assess and manage risk			
4	Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits	4.1	Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness			
		4.2	Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



## 12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: [www.edexcel.com/contactus](http://www.edexcel.com/contactus)
- Pearson BTEC: [www.btec.co.uk/contactus](http://www.btec.co.uk/contactus)
- Pearson Work Based Learning: [www.pearsonwbl.com/contactus](http://www.pearsonwbl.com/contactus)
- Books, software and online resources for UK schools and colleges: [www.pearsonschools.co.uk/contactus](http://www.pearsonschools.co.uk/contactus)

Other sources of information and publications available on our website include:

- *Pearson Equality Policy*
- *Pearson Work Based Learning Centre Guide*
- *Edexcel UK Information Manual – Chapter 9* (updated annually)
- *Recognition of Prior Learning Policy*.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications is available on our website, at [www.pearsonwbl.edexcel.com/NVQ-competence-based](http://www.pearsonwbl.edexcel.com/NVQ-competence-based).

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [www.edexcel.com/resources/publications](http://www.edexcel.com/resources/publications).

## 13 Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options and sector events, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

For more information on training options and upcoming events, please visit our website, [www.pearsonwbl.edexcel.com/training-events](http://www.pearsonwbl.edexcel.com/training-events). You can request customised training by completing the enquiry form on our website and we will contact you to discuss your training needs.

### Support services

**Face-to-face support:** our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required. A UK map showing the Regional Quality Managers' contact details can be found at [www.btec.co.uk/support](http://www.btec.co.uk/support).

**Online support:** find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available at [www.pearsonwbl.edexcel.com/Our-support](http://www.pearsonwbl.edexcel.com/Our-support).

### Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers are able to seek advice and clarification about any aspect of our qualifications and services, as well as share knowledge and information with others. The forums are sector specific and cover Business Administration, Customer Service, Health and Social Care, Hospitality and Catering and Retail. The online forum is available at [www.pearsonwbl.edexcel.com/Our-support](http://www.pearsonwbl.edexcel.com/Our-support).

## 14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

### Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

## Annexe A: Assessment strategy

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### Creative & Cultural Skills assessment strategy

#### Assessment Principles

The following principles apply to the assessment of the qualification.

- The focus of assessment should be on naturally occurring evidence, with emphasis on tangible outcomes where these are available (such things as, the items that have been produced and any supporting drawings, designs or plans).
- The use of work place assessment is the preferred method.
- Simulations may be appropriate for some aspects of the standards (for example, in respect to health and safety for working at height and responding to a fall or emergency).
- External Verification will focus on process, **underpinning knowledge and understanding** rather than a reinvestigation of individual candidate evidence.
- Where candidates have assessment particular needs (for example, physical disability or limitations due to circumstances such as being in an offending institution) the evidence requirements may be varied providing that any alternative evidence demonstrates appropriate standards of competence as identified in the unit or specific part of a unit.

#### External quality control

##### 1 In relation to **Enhanced External Verification**:

- Pearson will follow a sampling regime that is consistent with current good practice, as specified by the regulatory authorities, and will ensure that each centre receives a sufficient number of External Verification visits;
- At these visits candidate assessment evidence and internal verification practice will be reviewed in respect of specific units within each qualification;
- Pearson will apply a risk rating system in line with Pearson's external verification policy to ensure that each centre's strengths and weaknesses can be identified and to ensure prompt and appropriate action is taken to address any weaknesses which pose risk to the quality of the system.

##### 2 In relation to **inter-assessor and inter-centre consistency** Pearson will provide support to centres to ensure that assessors and internal verifiers carry out their responsibilities in a consistent and rigorous fashion. This is likely to involve some or all of the following.

- Opportunities for assessors and internal verifiers, both within and across centres to network, question professional practitioners and benchmark their practice in relation to the occupation(s) within which they practice;
- Maintain regular contact between external verifiers and professional practitioners to enable them to maintain an accurate and current level of understanding of the standards and best practice in assessment;
- Production of centrally devised recording and guidance materials which are accepted as clear, jargon-free and concise and which support the planning and conduct of assessments, the interpretation of evidence and the elicitation of candidate knowledge and understanding to a comparable breadth and depth across centres and assessors;

- The production of evidence lists indicating the types of activities and outcomes in each occupational area which could be called upon to provide evidence for a given occupational qualification.

### **Workplace performance requirements and the use of simulation**

Workplace performance evidence should always form the greatest proportion of each candidate's evidence, attesting to the fact that for an occupational qualification the candidate has demonstrated competence across the full range of performance requirements and that they are able to apply relevant knowledge and skills.

Unless otherwise indicated, it is a general principle that evidence from simulations should only be employed under the following circumstances:

- where for the candidate to be assessed performing this task in a real working environment could be deemed to pose risks to the candidate or others (*for example, what to do in the event of a fall when working at height*);

OR

- where the situation or task to be assessed arise so infrequently that it would be impractical to wait for an opportunity to assess it solely when it occurred for real (*for example, flying performers live*);

OR

- where the equipment or other resources needed are not available in the candidate's normal workplace.

Simulations should always be very carefully designed. The aim of simulation is to:

*'provide an environment which replicates the key characteristics of the workplace in which the skill to be assessed is normally employed'.*

A realistic working environment (for the purpose of simulated work activities) is regarded as one that replicates a real working environment. For example, a college production that operates on a commercial basis (i.e. it has a profit and loss account) is acceptable for technical and production roles but a college production, which is only performed for the benefit of other students is not. However, simulated activity may be used within a production setting, for assessment purposes in order to prevent any barriers to achievement.

Where simulation is indicated, it is recommended that it be designed to address the following characteristics:

- the candidate is required to use materials, tools and equipment found and used within current workplace environments to carry out the actions being assessed;
- the candidate is provided with information, advice and guidance as to the outcomes to be achieved, at a level of detail that would be typical of current workplace contexts;
- the candidate is required to carry out actions and responsibilities which would be naturally delegated to someone competent in the occupational area, within current workplace contexts;
- if it would affect the candidate's actions and decision making (*for example, in rigging, lighting or sound roles*), the physical environment in which the simulation occurs should replicate that in which the required action/outcome would occur within a current workplace context; and

- if it would affect the candidate's actions and decision-making (*for example, stage management, dressing or hair and makeup roles*), the other people with which the candidate is required to interact should behave 'in character' for the role they are playing within the simulation.

Centres are required to advise the EV in advance of their intention to use simulations and the design of the simulation should be approved by the EV prior to use.

### **Occupational competence of line managers, assessors, verifiers and expert witnesses**

Those acting as assessors, internal verifiers and external verifiers will require strong interpersonal and communication skills in addition to their assessment and technical expertise, and will require to undertake appropriate continuing professional development in order to maintain their occupational competence. Assessors, internal and external verifier's experience and competence is likely to be evidenced by:

- possession of appropriate qualifications
- possession of a relevant professional or occupational qualification
- membership of a relevant professional body
- continuing professional development.

#### **Assessors** must:

- hold or be working towards an appropriate assessment qualification
- have relevant current or recent past industry experience and competence of the occupational working area at or above the level being assessed. The quality of occupational experience must be sufficient to ensure the credibility of assessment judgements.

#### **Internal Verifiers** must:

- hold or be working towards an appropriate verifier qualification
- have relevant current or recent past industry experience and competence in an area related to the occupational working area at or above the level which they are verifying. The quality of occupational experience must be sufficient to ensure the credibility of assessment judgements.

#### **External Verifiers** must:

- hold an appropriate qualification in verification
- have substantial relevant current or recent past industry experience within the creative and cultural industry. The quality of occupational experience must be sufficient to ensure the credibility of assessment judgements.

#### **Expert witnesses or work based recorders** must:

- be independent of the outcome of the assessment
- have a working knowledge of the units on which their testimony is based
- have enough experience and occupational competence to make a valid judgement about competence in the area they will be attesting to.

The role of an expert witness or work based recorder is to attest to evidence of candidates' knowledge, understanding, skills and performance by, for example providing:

- a statement describing how the candidate performed; or
- a record of discussions with the candidate about their knowledge and understanding.

## Annexe B: Personal, Learning and Thinking Skills (PLTS) Mapping

PLTS		Units							
		1 L2	2 L2	3 L3	4 L3	5 L2	6 L4	7 L3	8 L3
<b>Independent Enquirers</b>									
1	identify questions to answer and problems to resolve								
2	plan and carry out research, appreciating the consequences of decisions								
3	explore issues, events or problems from different perspectives	•	•					•	
4	analyse and evaluate information, judging its relevance and value	•					•		
5	consider the influence of circumstances, beliefs and feelings on decisions and events	•	•					•	
6	support conclusions, using reasoned arguments and evidence	•					•		
<b>Creative Thinkers</b>									
1	generate ideas and explore possibilities			•	•				
2	ask questions to extend their thinking								
3	connect their own and others' ideas and experiences in inventive ways			•					
4	question their own and others' assumptions								
5	try out alternatives or new solutions and follow ideas through								
6	adapt ideas as circumstances change								
<b>Reflective Learners</b>									
1	assess themselves and others, identifying opportunities and achievements				•		•		
2	set goals with success criteria for their development and work				•		•		
3	review progress, acting on the outcomes				•		•		
4	invite feedback and deal positively with praise, setbacks and criticism				•		•		
5	evaluate experiences and learning to inform future progress				•		•		
6	communicate their learning in relevant ways for different audiences								



PLTS	Units	1	2	3	4	5	6	7	8
		L2	L2	L3	L3	L2	L4	L3	L3
<b>Team Workers</b>									
1	collaborate with others to work towards common goals				•				
2	reach agreements, managing discussions to achieve results				•				
3	adapt behaviour to suit different roles and situations, including leadership roles				•	•			
4	show fairness and consideration to others				•	•		•	
5	take responsibility, showing confidence in themselves and their contribution				•				
6	provide constructive support and feedback to others				•				
<b>Self-Managers</b>									
1	seek out challenges or new responsibilities and show flexibility when priorities change								
2	work towards goals, showing initiative, commitment and perseverance				•		•		
3	organise time and resources, prioritising actions				•		•		
4	anticipate, take and manage risks								•
5	deal with competing pressures, including personal and work-related demands								
6	respond positively to change, seeking advice and support when needed								
7	manage their emotions, and build and maintain relationships				•				
<b>Effective Participators</b>									
1	discuss issues of concern, seeking resolution where needed								
2	present a persuasive case for action								
3	propose practical ways forward, breaking these down into manageable steps								
4	identify improvements that would benefit others as well as themselves				•				
5	try to influence others, negotiating and balancing diverse views to reach workable solutions								
6	act as an advocate for views and beliefs that may differ from their own								

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