

Assessment Strategy for NOS in Children's Care, Learning and Development SVQ/NVQS at Levels 2, 3, and 4

Introduction

The assessment strategy will cover the qualifications based on the National Occupational Standards in their entirety. This document sets out the strategy for the assessment and quality control of the National Occupational Standards for Children's Care, Learning and Development.

These requirements are in addition to the generic criteria that awarding bodies must meet as specified by the QCA¹, ACCAC² and CCEA³ and the regulatory authorities for qualifications contained within 'The statutory regulation of external qualifications in England, Wales and Northern Ireland 2004', the 'NVQ Code of Practice' and the SQA⁴ "SVQ Criteria and Guidance for Awarding Bodies".

The assessment strategy is divided into the following sections:

- 1 External quality control
- 2 The internal and external verification models
- 3 Sources of evidence: Evidence requirements, the use of simulation, evidence from prior experience and learning
- 4 Assessment: access to assessment, holistic assessment, assessment of knowledge and understanding, assessment of common units.
- 5 Roles within the assessment process and occupational expertise of assessors, verifiers and expert witnesses.
- 6 Imported units
- 7 Assessment of common units
- 8 Principles and values of the sector
- 9 The Awarding Body Forum

1. External quality control.

External quality control will be carried out through an Awarding Body Forum. All awarding bodies involved in the provision of qualifications based on the National occupational standards for Children's Care, Learning and Development must be members of the Awarding Body Forum for the sector.

¹ Qualifications and Curriculum Authority (QCA)

² Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru/the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC)

³ Council for the Curriculum, Examinations and Assessment (CCEA) for Northern Ireland.

⁴ Scottish Qualifications Authority (SQA)

The forum will be managed and led by the Sector Body and will inform the continuous improvement of the standards and associated qualifications.

2. The internal and external verification models

Internal and external verification will take place in accordance with the relevant regulatory requirements, published by the regulatory authorities for either Scotland, or England, Wales and Northern Ireland.

3. Sources of evidence

Evidence of candidates' performance will be drawn primarily from work activities that take place under normal working conditions in a normal work environment. Such an environment will mean that candidates are subject to: --

- everyday work with children and families.
- time pressures.
- work problems

3.1 Evidence requirements.

Evidence will be drawn from the following assessment methods:

3.1.1 Direct observation of performance in the workplace by a qualified assessor or testimony from an expert witness. These will be the primary sources of evidence.

3.1.2. Candidate' s reflective account of performance

3.1.3. Professional discussion (candidates discuss with their assessor how their evidence meets the standards and the discussion is recorded as part of the evidence)

3.1.4 Recorded oral and written questioning

3.1.5 Work plans and work based products e.g. minutes of meetings, reports, curriculum plans, displays, photographic records of children's work, leaflets, child observations and assessments. Photographs, images and audiovisual records of children are not appropriate and must not be used.

3.1.6 Evidence from prior experience and learning that demonstrably matches the requirements of the standards.

3.1.7 Case studies, assignments, or projects.

3.1.8 Simulation (see 3.3)

3.2 Evidence from prior experience and learning.

Awarding bodies must ensure that their guidance includes a common approach to prior experience and learning that is agreed with the Awarding Body Forum. Evidence from prior experience and learning must be relevant to

the standard concerned, and be authenticated, reliable and valid. It is unlikely that evidence that is more than five years old will meet these tests and such evidence should not be brought forward except in exceptional circumstances which will require pre-agreement with the external verifier. On occasions where there have been significant changes within the sector such as new legislation within the last five years, prior experience and learning should be used with caution and additional evidence sought as required.

3.3 The use of simulation

Demonstration of competence in interactive work with children and families requires real work situations and experience has shown that the use of simulation within the sector is limited. However, it is recognised that simulation may be needed from time to time where events are infrequent or it is inappropriate to observe, although performance is critical and a high degree of confidence that the candidate would act appropriately is required, examples may be fire drills, or sensitive confidential meetings. The Annex indicates where simulation may be used.

Simulation can never be the sole source of evidence for a unit. Awarding bodies must ensure that their guidance to Assessment Centres includes a common approach to the use of simulation agreed with the sector body.

The use of simulation to support evidence should be agreed in advance by the assessor and candidate at the assessment planning stage.

4. Assessment

4.1 Access to Assessment

There should be equality of access for candidates regardless of work setting or patterns of work and according to relevant legislation. All candidates should be offered appropriate support to enable them to access assessment. Awarding bodies and assessment centres must work within the relevant codes of practice and ensure that their policies meet the requirements of legislation e.g. The Disability Discrimination Act 1995

Where candidates wish to undertake the award through the medium of Welsh, suitable support should be available. Where such assessment is made available this must be in accordance with regulatory requirements.

Assessment in languages other than English or Welsh must comply with the requirements of the regulatory authorities.

4.2 Assessment methods

Direct observation of candidates' performance by the assessor and the assessor's judgment on testimony from an Expert Witness will be the main methods of assessment and primary sources of evidence to support most aspects of competence described by the National Occupational Standards (see 3.1). Other individuals may provide additional or secondary evidence of candidates' performance. Reflective accounts are also likely to be a key source of evidence as the sector is concerned that practitioners at all levels

are reflective and consider their own practice as part of a continuous improvement cycle..

4.3 Holistic assessment

Work with children and families' does not lend itself to a series of fragmented activities. When planning for assessment it is essential that assessors and candidates identify opportunities to integrate a number of activities for assessment on any particular occasion. It is not generally necessary to provide separate pieces of evidence for each performance criteria, although assessors and candidates will need to check that all performance criteria are covered. Holistic assessment maximises assessment opportunities and is efficient, cost-effective and reflects the candidates job role.

4.4 Assessment of knowledge and understanding

A specification of knowledge and understanding for the whole suite of standards is provided (excluding the imported units where the knowledge base is specified within the unit).

The knowledge and understanding required for each unit is identified within the units and cross-referenced to the specification. Candidates should not be required to demonstrate knowledge and understanding more than once. If the same knowledge and understanding is required for different units, including the imported units, candidate should be able to use the same evidence and not be required to duplicate evidence.

Candidates need to be able to demonstrate competence (skills and knowledge) specific to children with whom they are working, and have knowledge and understanding of children's development across the age ranges covered by the scope of these National Occupational Standards. Assessment of knowledge and understanding should wherever possible be carried out during performance to ensure that theory and practice are linked. Evidence of knowledge and understanding should be clearly identified within the audit trail.

5. Roles within the assessment process

Assessment centres will be responsible for maintaining up-to-date information on assessors, internal verifiers and expert witnesses. Assessors and trainee assessors must meet regulatory requirements.

All people involved in assessment and verification including expert witnesses must be able to show that they have no vested interest or conflict of interest in the outcome of their assessment or verification activity.

5.1 Assessors.

Skilled and knowledgeable assessors are the key to good assessment of performance in the workplace. Awarding bodies in conjunction with the sector body must develop a joint approach to the competence of assessors.

All assessors must:-

- Have the necessary competence in the subject matter of the National Occupational Standards. They must also have the necessary competence in the assessment procedures and language(s) used for assessment. They must be occupationally experienced and competent i.e. be capable of carrying out the functions covered by the units they are assessing to the standard described within them according to current best practice. This competence should be credible and maintained through continuing professional development including professional updating where this is necessary to cover the extended children's age range
- Hold, or be working towards the appropriate assessor qualification (hold D32 and 33 or hold or working towards A1)⁵, to be achieved according to regulatory requirements.
- Where assessors do not yet hold a qualification their assessment decisions and activities must be reviewed and countersigned by a fully qualified assessor.⁶
- Have knowledge of and commitment to the principles and values of the sector and the principles and values contained within the National Occupational Standards.
- Have a thorough knowledge of the sector and its settings, including current legislative and regulatory requirements, codes of practice and guidance within the home country where assessment is taking place.

5.2 Expert witnesses

Given the nature of the work with children and their families, which may from time to time, include sensitive situations requiring confidentiality, there may be a need to make use of **Expert Witnesses** as an important source of performance evidence in the workplace. Expert witnesses can be drawn from experienced individuals (see criteria below) who can attest to the candidate's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those candidates who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate: -

- A working knowledge of the relevant National Occupational Standards.
- Current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence.

⁵ The final certification date for those trainee assessors undertaking D32/33 was 28 Feb. 2005

⁶ This is not a requirement for SVQs (see SVQ Criteria and Guidance for Awarding Bodies).

- Demonstration of appropriate, continuous professional development relevant to the sector for which they are attesting competence.
- That they have no conflict of interest in the outcome of their evidence.

It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the contribution of performance evidence drawn from an expert witness to overall evidence of competence.

Further guidance about the role of the expert witness within the assessment process will be provided in October 2005. Please note there will be an addendum to this section of the Assessment Strategy.

5.3 Coordinating assessors

In order that the requirements for occupational competence of assessors can be met and to allow flexibility and delivery, candidates may have more than one assessor involved in the process of assessment, with each assessing different units or elements of units. Where more than one assessor is involved, there must be a named assessor who is responsible for coordinating the assessment for an individual candidate.

Coordinating assessors will be responsible for integrating, planning and directing assessment for the whole qualification. Coordinating assessors must ensure that the best use is made of all evidence that is available to make judgements about the competence of candidates against the standards. The coordinating assessor should make the final judgement of competence for each unit that has been assessed by more than one assessor.

The coordinating assessor must be a qualified assessor, who is occupationally competent, occupationally experienced and experienced in the assessment of S/NVQs.

It is expected that coordinating assessors will work closely with internal verifiers to ensure standardised practice and decision-making within the assessment process.

5.4 Internal verifiers

Internal verifiers play a key role in the quality assurance and verification of the assessment process by monitoring assessor performance and ensuring standardisation of assessors' judgements of competence. Internal verifiers must have no conflict of interest in their verification role.

Internal verifiers and trainee internal verifiers must meet regulatory requirements. They must be occupationally experienced and competent in the standards they are being asked to verify. Internal verifiers must either:-

- be experienced practitioners who have demonstrated the competences required by the standards during their professional career. They should be able to demonstrate the currency and credibility of their occupational competence through evidence of continuous professional development, including professional updating where this is necessary to cover the extended children's age range

or

- be the managers or supervisors of those who regularly perform the competences required and who are directly responsible for monitoring the work performance of such individuals.

or

- be trainers who are themselves occupationally competent and who have direct responsibility for developing the competences required in the standards.

Internal verifiers must:-

- hold (V1, D34) or be working towards the appropriate internal verifiers qualification (V 1) qualification to be achieved according to regulatory requirements. Where internal verifiers do not yet hold a qualification their internal verification decisions and activities must be reviewed and countersigned by a fully qualified internal verifier.
- Be in a position to obtain the necessary resources to effectively coordinate the assessment process and standardise assessment decisions across a number of assessors.
- Be in a position to provide authoritative advice, call meetings as appropriate, visit and observe assessment and carry out all the internal verification roles
- Have knowledge of, and commitment to the principles and values of the sector
- Have a thorough knowledge of the sector and its settings, legislative and regulatory requirements, codes of practice and guidance within the home country where internal verification is taking place.

5.4 External verifiers

External verifiers must comply with regulatory requirements and codes of practice and must have no conflict of interest (including commercial interests) in their verification role.

External verifiers must:

- Hold (D35 or V2), or be working towards (V2), the appropriate external verifier qualification to be achieved within the required timescale in accordance with regulatory requirements.
- Have a secure knowledge of the sector and its settings, legislative and regulatory requirements, codes of practice and guidance within the home country where external verification is taking place.

6. Imported units

Where units have been imported from other National Occupational Standards, the principles and criteria outlined in this assessment strategy will apply. Assessment of imported units should be undertaken by assessors who are occupationally competent in the units concerned. Imported units achieved within a previous qualification are not required to be repeated and can be fully accredited through direct transfer.

7. Assessment of common units.

The principles that apply to imported units will also apply to the assessment of common units. Common units achieved within a previous qualification are not required to be repeated and can be fully accredited through direct transfer.

8. Assessment of the principles and values of the sector.

In order to be assessed as competent candidates must demonstrate that they work within the context of the principles and values of the sector.

The awarding bodies need to ensure that assessors provide a statement against each unit to testify that candidates have demonstrated the application of the principles and values.

9. Awarding Body Forum

The Awarding Body Forum established by the Sector Body will:

- provide information and statistics about take-up and completion , which can be used by the Sector Body to identify any potential problem areas within the standards and agree appropriate remedial action .
- review and report on issues about the standards and their implementation, which may in future reviews underpin development processes .
- ensure that common requirements of the standards are being applied consistently
- provide information and feedback on the assessment strategy , indicating when or where changes might need to be made
- disseminate any updated information through the awarding bodies to the assessment centres delivering the qualifications based on the National Occupational Standards.

10. Specific requirements for assessment of imported units from SkillsActive and Employers Organisation for Local Government

The following are the specific requirements of relevant sector bodies for imported units.

10.1 SkillsActive Playwork Units.

The units affected are:-

CCLD 210 Support children and young people's play

CCLD 318 Plan for and support self directed play

Assessors of the above units must be occupationally competent as defined in the assessment strategy for playwork i.e. playwork specialists.

10.2 Employers Organisation for Local Government Teaching Assistant /Classroom Assistant Units (TA/CA)

The units affected are:-

CCLD 345 Help pupils to develop their literacy skills

CCLD 346 Help pupils to develop their numeracy skills

The additional requirements for assessment of the above units are as follows.

' Assessors should normally hold, or have held, a post within the five years prior to their first conducting an assessment, which involves one of the following:

- performing the roles covered by the standards they are assessing, as an experienced practitioner and over at least a three year period; **or**
- being directly responsible for directing and supervising the work of teaching/classroom assistants in a classroom situation over at least a three year period; **or**
- providing formal guidance and instruction to professional teachers and/or teaching/classroom assistants, on the effective performance of the functions covered by eh standards which they are assessing, over at least a three year period.'

Simulation must not be used for any aspect of assessment of the above TA/CA units

In order for units CCLD 345 & 346 gained within the CCLD qualification to be fully transferable into the TA/CA qualification the following must apply. Assessment of candidate performance in the workplace for both imported units must be undertaken in such a way that the evidence collected for each candidate covers their work with at least two different pupils or groups of pupils

Further guidance about assessment of teaching assistant/classroom assistant will be provided in October 2005. Please note there will be an addendum to this section of the Assessment Strategy.

Annex to the assessment strategy for NVQs and SVQs in Children's Care, Learning and Development (CCLD) – Guidance on the use of simulation for unit assessment

This table indicates where simulation is acceptable in CCLD unit assessment. As can be seen its use is limited and no individual unit can be assessed solely via simulation (See assessment strategy). The use of work products e.g. reports, records, and other methods of assessment are more appropriate than simulation in most cases where performance cannot be observed.

Level No	Unit Number	Level Title	Level	Unit	Simulation
L2					
	CCLD 201	Level 2	L2 mandatory	Contribute to positive relationships	Simulation cannot be used in this unit.
	CCLD 202	Level 2	L2 mandatory	Help to keep children safe	Simulation can be used if required in element:- 202.2
	CCLD 203	Level 2	L2 mandatory	Support children's development	Simulation cannot be used in this unit
	CCLD 204	Level 2	L2 mandatory	Use support to develop own practice in children's care, learning and development	Simulation cannot be used in this unit.
	CCLD 205	Level 2	L2 mandatory	Prepare and maintain environments to meet children's needs	Simulation cannot be used in this unit.
	CCLD 206	Level 2	L2 mandatory	Support children's play and learning.	Simulation cannot be used in this unit.
	CCLD 207	Level 2	L2 option	Contribute to the effectiveness of teams	Simulation cannot be used in this unit.
	CCLD 208	Level 2	L2 option	Support the development of babies and children under 3 years.	Simulation cannot be used in this unit.
	CCLD 209	Level 2	L2 option	Support a child with disabilities or special educational needs	Simulation cannot be used in this unit.
	CCLD 210	Level 2	L2 option	Support children and young people's play	Simulation cannot be used in this unit.

Units Simulation Instructions

Level No	Unit Number	Level Title	Level	Unit	Simulation
L3					
CCLD 301	Level 3	L3 mandatory	Develop and promote positive relationships	Simulation cannot be used in this unit.	
CCLD 302	Level 3	L3 mandatory	Develop and maintain a healthy, safe and secure environment for children	Simulation can be used if required in element: 302.3	
CCLD 303	Level 3	L3 mandatory	Promote children's development	Simulation cannot be used in this unit.	
CCLD 304	Level 3	L3 mandatory	Reflect on and develop practice	Simulation cannot be used in this unit.	
CCLD 305	Level 3	L3 mandatory	Protect and promote children's rights	Simulation cannot be used in this unit.	
CCLD 306	Level 3	L3 option	Plan and organise environments for children and families	Simulation cannot be used in this unit.	
CCLD 307	Level 3	L3 option	Promote the health and physical development of children.	Simulation cannot be used in this unit.	
CCLD 308	Level 3	L3 option	Promote children's well being and resilience	Simulation cannot be used in this unit.	
CCLD 309	Level 3	L3 option	Plan and implement curriculum frameworks for early education	Simulation cannot be used in this unit.	
CCLD 310	Level 3	L3 option	Assess children's progress according to curriculum frameworks for early education	Simulation cannot be used in this unit.	
CCLD 311	Level 3	L3 option	Provide leadership for your team	Simulation cannot be used in this unit.	
CCLD 312	Level 3	L3 option	Plan and implement positive environments for babies and children under 3 years	Simulation cannot be used in this unit.	
CCLD 313	Level 3	L3 option	Support early intervention for the benefit of children and families	Simulation cannot be used in this unit.	
CCLD 314	Level 3	L3 option	Provide physical care that promotes the health and development of babies and children under 3 years	Simulation cannot be used in this unit.	
CCLD 315	Level 3	L3 option	Contribute to supporting parents with literacy, numeracy or language needs.	Simulation cannot be used in this unit.	
CCLD 316	Level 3	L3 option	Maintain and develop a childminding business	Simulation cannot be used in this unit.	
CCLD 317	Level 3	L3 option	Work with families to enhance their children's learning and development	Simulation cannot be used in this unit.	
CCLD 318	Level 3	L3 option	Plan for and support self-directed play	Simulation cannot be used in this unit.	
CCLD 319	Level 3	L3 option	Promote healthy living for children and families	Simulation cannot be used in this unit.	
CCLD 320	Level 3	L3 option	Care for children at home	Simulation cannot be used in this unit.	
CCLD 321	Level 3	L3 option	Support children with disabilities and special educational needs and their families	Simulation cannot be used in this unit.	
CCLD 322	Level 3	L3 option	Empower families through the development of parenting skills	Simulation cannot be used in this unit.	
CCLD 323	Level 3	L3 option	Use Information and Communication Technology to support children's early learning	Simulation cannot be used in this unit.	

Units Simulation Instructions

Level No	Unit Number	Level Title	Level	Unit	Simulation
	CCLD 324	Level 3	L3 option	Support the delivery of community based services to children and families	Simulation cannot be used in this unit.
	CCLD 325	Level 3	L3 option	Support the child or young person's successful transfer and transition in learning and development contexts	Simulation cannot be used in this unit.
	CCLD 326	Level 3/4	L3/4 option	Safeguard children from harm	Simulation can be used if required in element: 326.3
	CCLD 327	Level 3	L3 option	Support children who have experienced trauma	Simulation cannot be used in this unit.
	CCLD 328	Level 3	L3 option	Administer provision within the childcare setting	Simulation cannot be used in this unit.
	CCLD 329	Level 3	L3 option	Work with a management committee	Simulation cannot be used in this unit.
	CCLD 330	Level 3	L3 option	Establish and maintain a service for children and families	Simulation cannot be used in this unit.
	CCLD 331	Level 3	L3 option	Support children and families through home visiting	Simulation cannot be used in this unit.
	CCLD 332	Level 3	L3 option	Involve families in the childcare setting	Simulation cannot be used in this unit.
	CCLD 333	Level 3/4	L3/4 option	Recruit, select and keep colleagues	Simulation cannot be used in this unit.
	CCLD 334	Level 3	L3 option	Deliver services to children and families whose preferred language is not English or Welsh	Simulation cannot be used in this unit.
	CCLD 335	Level 3	L3 option	Allocate and check work in your team	Simulation cannot be used in this unit.
	CCLD 336	Level 3	L3 option	Contribute to childcare practice in group living	Simulation cannot be used in this unit.
	CCLD 337	Level 3	L3 option	Create environments that promote positive behaviour	Simulation cannot be used in this unit.
	CCLD 338	Level 3	L3 option	Develop productive working arrangements with colleagues	Simulation cannot be used in this unit.
	CCLD 339	Level 3	L3 option	Co-ordinate special educational needs in early education settings	Simulation cannot be used in this unit.
	CCLD 340	Level 3	L3 option	Establish, develop and promote quality systems and procedures for the delivery of childcare services	Simulation can be used if required in element 340.3
	CCLD 341	Level 3	L3 option	Advise and mentor those implementing quality systems and procedures for the delivery of childcare services	Simulation cannot be used in this unit.
	CCLD 342	Level 3	L3 option	Meet regulatory requirements in the childcare setting	Simulation cannot be used in this unit.
	CCLD 343	Level 3	L3 option	Support learners by mentoring in the workplace	Simulation cannot be used in this unit.
	CCLD 344	Level 3	L3 option	Enable individual learning through coaching	Simulation cannot be used in this unit.
	CCLD 345	Level 3	L3 option	Help pupils to develop their literacy skills	Simulation cannot be used in this unit.
	CCLD 346	Level 3	L3 option	Help pupils to develop their numeracy skills	Simulation cannot be used in this unit.

Units Simulation Instructions

Level No	Unit Number	Level Title	Level	Unit	Simulation
L4					
CCLD 401	Level 4	L4 mandatory	Establish and develop working relationships	Simulation cannot be used in this unit.	
CCLD 402	Level 4	L4 mandatory	Support policies, procedures and practice to safeguard children and ensure their inclusion and well being	Simulation cannot be used in this unit	
CCLD 403	Level 4	L4 mandatory	Support programmes for the promotion of children's development	Simulation cannot be used in this unit	
CCLD 404	Level 4	L4 mandatory	Reflect on, review and develop own practice	Simulation cannot be used in this unit.	
CCLD 405	Level 4	L4 option	Coordinate provision for babies and children under 3 years in partnership with their families	Simulation cannot be used in this unit.	
CCLD 406	Level 4	L4 option	Develop and support children's early learning in partnership with teachers	Simulation cannot be used in this unit.	
CCLD 407	Level 4	L4 option	Support and evaluate the curriculum for children's early learning	Simulation cannot be used in this unit.	
CCLD 408	Level 4	L4 option	Evaluate, assess and support the physical, intellectual, emotional and social development of children	Simulation cannot be used in this unit.	
CCLD 409	Level 4	L4 option	Evaluate, assess and support children's communication	Simulation cannot be used in this unit.	
CCLD 410	Level 4	L4 option	Evaluate, assess and support children's creativity	Simulation cannot be used in this unit	
CCLD 411	Level 4	L4 option	Evaluate, assess and support children's mathematical learning, exploration, and problem solving	Simulation cannot be used in this unit.	
CCLD 412	Level 4	L4 option	Evaluate and coordinate the environment for children and families	Simulation can be used if required in element 412.3	
CCLD 413	Level 4	L4 option	Develop and implement operational plans for your area of responsibility	Simulation cannot be used in this unit	
CCLD 414	Level 4	L4 option	Coordinate and support provision for disabled children and those with special educational needs	Simulation can be used if required in element 414.3	
CCLD 415	Level 4	L4 option	Coordinate special educational needs for early education within a local area	Simulation cannot be used in this unit	
CCLD 416	Level 4	L4 option	Assess quality assurance schemes against agreed criteria.	Simulation can be used if required in element 416.3	
CCLD 417	Level 4	L4 option	Establish and sustain relationships with providers of services to children and families	Simulation can be used if required in element 417.3.	
CCLD 418	Level 4	L4 option	Coordinate and support the revision of policies, procedures and practice for registration and inspection	Simulation can be used if required in element 418.3.	
CCLD 419	Level 4	L4 option	Contribute to the enhancement of early education for children	Simulation can be used if required in element 419.2	
CCLD 420	Level 4	L4 option	Research and develop an area of practice	Simulation cannot be used in this unit.	

Units Simulation Instructions

Level No	Unit Number	Level Title	Level	Unit	Simulation
	CCLD 421	Level 4	L4 option	Provide information about children and families' services	Simulation can be used if required in element 421.2
	CCLD 422	Level 4	L4 option	Coordinate work with families	Simulation can be used if required in element 422.3
	CCLD 423	Level 4	L4 option	Manage multi agency working arrangements	Simulation cannot be used in this unit.
	CCLD 424	Level 4	L4 option	Obtain additional finance for the organisation	Simulation cannot be used in this unit.
	CCLD 425	Level 4	L4 option	Provide leadership in your area of responsibility	Simulation cannot be used in this unit.
	CCLD 426	Level 4	L4 option	Encourage innovation in your area of responsibility	Simulation cannot be used in this unit.
	CCLD 427	Level 4	L4 option	Allocate and monitor the progress and quality of work in your area of responsibility	Simulation cannot be used in this unit.
	CCLD 428	Level 4	L4 option	Ensure health and safety requirements are met in your area of responsibility	Simulation cannot be used in this unit.
	CCLD 429	Level 4	L4 option	Provide learning opportunities for colleagues	Simulation cannot be used in this unit.
	CCLD 430	Level 4	L4 option	Manage finance for your area of responsibility	Simulation cannot be used in this unit.
	CCLD 431	Level 4	L4 option	Contribute to the leadership and management of integrated childcare provision	Simulation can be used if required in element 431.1