

Introduction to the National Occupational Standards in Children's Care, Learning and Development

Levels 2, 3 and 4



Table of Contents

INTRODUCTION	4
Acknowledgements	5
List of organisations	5
1. BACKGROUND	7
2. THE REVIEW	7
3. THE NAME OF THE NATIONAL OCCUPATIONAL STANDARDS AND NATIONAL AND SCOTTISH VOCATIONAL QUALIFICATIONS.....	8
4. WHAT ARE NATIONAL OCCUPATIONAL STANDARDS?	9
4.1 <i>Who are the National Occupational Standards for?</i>	9
4.2 <i>How can they be used?</i>	9
5. PRINCIPLES AND VALUES	10
5.1 <i>Principles and values for National Occupational Standards in Children's Care, Learning and Development</i>	10
6. THE REVISED STANDARDS IN CHILDREN'S CARE, LEARNING AND DEVELOPMENT.....	11
7. STRUCTURE OF NATIONAL OCCUPATIONAL STANDARDS IN CHILDREN'S CARE, LEARNING AND DEVELOPMENT	12
8. UNDERPINNING KNOWLEDGE AND UNDERSTANDING IN THE STANDARDS FOR CHILDREN'S CARE, LEARNING AND DEVELOPMENT	12
9. LEVELS OF NATIONAL OCCUPATIONAL STANDARDS.....	12
9.1 <i>What do the different levels mean?</i>	13
9.1.1 <i>Level 2</i>	13
9.1.2 <i>Level 3</i>	13
9.1.3 <i>Level 4</i>	14
10. NATIONAL AND SCOTTISH VOCATIONAL QUALIFICATIONS IN CHILDREN'S CARE, LEARNING AND DEVELOPMENT	14
10.1 <i>Qualification structures</i>	14
10.2 <i>Assessment</i>	15
11. PROGRESSION ROUTES.....	15
12. COMPETENCE SETS AND JOB ROLES	15
ANNEX 1 FUNCTIONAL MAP TO THE LEVEL OF UNIT AND ELEMENT TITLES	16
<i>Introduction to the Functional Map</i>	16
<i>Functional Map Diagram</i>	17
<i>Key Role A</i>	18
<i>Key Role B</i>	19
<i>Key Role C</i>	23
<i>Key Role D</i>	25
<i>Key Role E</i>	26
<i>Key Role F</i>	27
<i>Key Role G</i>	28
ANNEX 2 QUALIFICATION STRUCTURES FOR NVQs AND SVQs AT LEVELS 2, 3 AND 4.....	37

Safeguard children from harm	39
ANNEX 3 GUIDANCE ON COMPETENCE SETS OF OPTION UNITS	43
Level 2 Mapping of option units to selected job roles.....	43
Level 3 Mapping of option units to selected job roles.....	44
Level 4 Mapping of option units to selected job roles.....	49

Introduction

The development of these National Occupational Standards (the standards) was facilitated by the National Day Nurseries Association on behalf of the sector and funded by the Children's Workforce Unit of the DfES. The consultancy for the project was provided by FutureWise Solutions Ltd together with associate consultants and support staff. The project was steered and managed by a steering group drawn from key interests across all four home countries of the United Kingdom. It was advised by a UK-wide Technical Experts' Group (TEG) representing a significant breadth of expertise from across many aspects of the children's sector.

The revised standards have been designed to provide a basis for work with children in many settings and services, including those that are universal and those that are more specialised. They are based on a set of principles and values that reflect the needs and rights of the child. The standards support the further development of an integrated workforce that meets the needs of a rapidly evolving sector that places the child at the centre. Work with families and multi-agency working is firmly embedded within the standards. The revised standards address the requirements of the evolving 'common core' of skills and knowledge being developed in England as well as meeting the needs of the rest of the UK.

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Acknowledgements

Many people have shown great commitment to the review and development of these standards and qualifications. Those involved have been practitioners, managers, trainers, assessors, advisors, educationalists, policymakers and professional consultants. Their contributions are acknowledged with thanks. We also thank all who provided advice and gave freely of their time. In particular we thank the steering group and the technical experts' group for their time, expertise and commitment. Thanks are particularly due to the Early Childhood Forum of the National Children's Bureau for letting us use their definition of 'inclusion'. This definition has been used throughout the standards. National Day Nurseries Association wishes to acknowledge the enormous contribution made by Maureen Smith of FutureWise Solutions Ltd as lead consultant on the project.

The following organisations have contributed to the development of the standards through membership of the steering group or technical experts' group.

List of organisations

National Day Nurseries Association
FutureWise Solutions Ltd
Scottish Social Services Council
Pre-School Learning Alliance
Scottish Pre-School Play Association
Playgroup Network
National Childminding Association
NCMA in Wales
Scottish Childminding Association
Early Years National Training Organisation
Confederation of Education Service Managers
National Children's Bureau (Early Childhood Forum)
Qualifications and Curriculum Authority
Northern Ireland Social Care Council
Qualifications, Curriculum and Assessment Authority
for Wales (ACCAC)
The Council for the Curriculum, Examinations and Assessment (CCEA)
for Northern Ireland
Scottish Qualifications Authority
SkillsActive

DfES SureStart Unit
Barnet College
Council for Awards in Children's Care and Education
Ware Assessment Centre
Scottish Executive
High/Scope Early Childhood Forum
Montessori Education UK
Northern Ireland Department of Education
Open University
City & Guilds
Welsh Assembly
Princess Christian Nurseries
Westminster Children's Society
Learning Disability Award Framework
Leapfrog Day Nurseries
Scottish Independent Nurseries Association
Northern Ireland Childminding Association
Mudiad Ysgolion Meithrin
Open College Network Central England
Cambridgeshire Care & Education
Education Walsall
Coleg Gwent
Eastern Childcare Partnership
National Association of Nursery Nurses
(PANN)
Northern Childcare Partnership
Jace Training
New Directions Consulting
NCFE
Edexcel
Early Years Equality

Introduction to the National Occupational Standards and National and Scottish Vocational Qualifications in Children's Care, Learning and Development

1. Background

In the early 1990s National Occupational Standards (the standards) in childcare and education were developed together with associated National and Scottish Vocational Qualifications at levels 2 and 3. This work had been commissioned by the Care Sector Consortium and funded by the then Department of Employment. These standards were groundbreaking in bringing together a wide diversity of perspective and practice within the sector at that time and establishing a work based route to qualified status.

In 1997 under the aegis of the Care Sector Consortium the standards were reviewed and redeveloped as National Occupational Standards in Early Years Care and Education at levels 2 and 3. The Early Years Care and Education standards at Level 4 were developed during 1999/2000 by the Early Years National Training Organisation. The qualifications at Levels 2, 3 and 4 were accredited by the Qualifications and Curriculum Authority (QCA) and the Scottish Qualifications Authority (SQA) and built on the positive foundation set by the previous standards and qualifications.

The Early Years Care and Education standards at Levels 2, 3 and 4 were reviewed during 2003/4 after a period of major growth and development in the sector and this has led to the current revised set of renamed standards, and National and Scottish Vocational Qualifications (N/SVQs) in Children's Care, Learning and Development.

It is anticipated that this set of revised standards will be subject to incremental change and improvement rather than a major review every few years, but this remains subject to the Sector Body who will own and oversee the standards and the regulatory authorities (QCA, ACCAC, CCEA and SQA¹).

2. The review

The current review of the standards commenced in summer 2003 and was completed in October 2004. Over a period of 15 months extensive consultation took place using all available methods e.g. electronic, postal, face-to-face, groups, telephone, with over a 1,000 organisations and individuals on the project database. The project was advised by a technical experts' group of over 40 people, all skilled and knowledgeable individuals representing awarding bodies, key organisations and parts of the sector across the four home countries of the UK. The project was managed by a steering group also representative of the sector and of government and regulators.

¹ Qualifications and Curriculum Authority (QCA)
Awdurdod Cymwysterau, Cwricwlwm ac Asesu
Cymru/ the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC)
Scottish Qualifications Authority (SQA)QCA
The Council for the Curriculum, Examinations and Assessment (CCEA) for
Northern Ireland

3. The name of the National Occupational Standards and National and Scottish Vocational Qualifications

The name of the standards and National and Scottish Vocational Qualifications has been changed to 'Children's Care, Learning and Development'. Each unit includes an appropriate context statement e.g. 'This unit is for you if you work in a setting or service whose main purpose is children's care, learning and development'. This differentiates these standards from other standards e.g. playwork or teaching assistants.

Previous standards and qualifications were designed for those who work with children under 8 years old in early years, childcare and education settings. However new work on occupational and functional mapping identified a number of issues which indicated that employers' requirements, whilst retaining many of the core functions identified in previous reviews, were changing and placing additional demands on the workforce. Regulatory and legislative pressures were also placing different emphases on workforce skills and competences. The issues are summarised as follows:

- The term 'early years' does not have the same meaning in all four home countries of the UK and can be misleading
- Practitioners who work with disabled children or those with special educational needs found that although the early years standards met their requirements in terms of the functions covered, the age range was a barrier. These practitioners often work with children who are chronologically older than 8 years, and often up to 19 years
- Childminders often work with children of a wider age range than 0-8 years
- Many practitioners hold a 'portfolio' of job roles that require the application of a wider understanding of children's development, often to the age of 16 years or older
- New registration and inspection requirements which vary across each home country have been set in place or are imminent. The age ranges covered by registration vary between home countries
- In some home countries integrated provision is being expanded where a range of children's services are being brought together with concomitant requirements for a well trained, flexible workforce which is capable of working across age ranges and traditional boundaries. This type of provision is also finding that new roles are emerging
- Practitioners are increasingly working with families in community based provision or primary care and with children of varying age ranges and needs e.g. supporting health professionals

In the light of new requirements it was felt that the name 'early years' was acting as a barrier to access for those parts of the workforce which needed flexible transferable skills to enable them to work with older children, but lacked the knowledge and understanding of children's development across an expanded age range and suitable opportunities to demonstrate their competence. The name 'Children's Care, Learning and Development' was felt to offer the best description of the established and evolving workforce. It was also felt there would be less confusion with other sets of standards e.g. for those designed for teaching assistants. The name change was widely supported by the occupational field in consultation.

4. What are National Occupational Standards?

National occupational standards are statements of the skills, knowledge and understanding needed in employment and clearly define the outcomes of competent performance. National occupational standards are not training courses or programmes of study, but state what are considered to be critical aspects of competence at work, and balance innovation and established best practice. Competence includes both skills and knowledge and understanding. Standards must be flexible enough to accommodate changes in future skills needs.

4.1 Who are the National Occupational Standards for?

Standards identify best practice in the sector, indicate acceptable levels of service and are therefore important for:

- Users of services i.e. children and families
- Everyone who works in the sector, both paid and unpaid, and at all levels from owners of services, board members, managers, right through to new entrants to the occupational field

Not only do the standards set a benchmark of good practice, but they make clear the extensive scope and depth of competence required for this workforce. This is essential in an environment where the full range of competence required for children's care, learning and development is not always recognised.

The standards are for people who work with children from 0 to 16 years (and their families) in settings or services whose main purpose is children's care, learning and development. The settings are diverse and it is not possible to list them all, but the following are examples:

- Daycare
- Crèches
- Childminders' own homes
- Nannies or home childcarers in the child's own home
- Schools
- Pre-schools/ playgroups
- Children's centres
- Extended schools
- Hospitals
- Primary care
- Community based services
- SureStart programmes

It is important to note that the standards at Levels 2 and 3 are designed primarily for those engaged in face-to-face work with children and families. However some units at level 3 and many at level 4 are suitable for those in supervisory, management, support or peripatetic roles.

4.2 How can they be used?

Standards are used as a basis for National and Scottish Vocational Qualifications, as a benchmark for related vocational qualifications or a basis for training or continuing

professional development for those who already hold a relevant qualification or who are suitably experienced.

Standards have many different uses other than within training and qualifications. For example:

- Indicators of best practice for users
- Benchmarking
- Job descriptions
- Person specifications
- Performance indicators
- Basis for appraisal
- Business planning
- Workforce management
- Employee development
- Change management
- Marketing
- Contract specifications
- Risk management

5. Principles and values

Principles and values are an important basis of practice, but will only have an impact on children and families if they are interpreted in the reality of everyday work. The principles and values stated below underpin the whole set of standards, including those that have been imported from other sectors. These principles and values are firmly embedded throughout the standards, as are concepts of children's rights and the importance of listening to the voice of the child.

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 are required to ensure that assessors provide a statement against each unit to testify that candidates have demonstrated the application of such principles and values.

5.1 Principles and values for National Occupational Standards in Children's Care, Learning and Development

The principles and values underpin the complete set of standards in their entirety.

Principles

1. The welfare of the child is paramount
2. Practitioners contribute to children's care, learning and development and this is reflected in every aspect of practice and service provision
3. Practitioners work with parents and families who are partners in the care, learning and development of their children and are the child's first and most enduring educators

Values

1. The needs, rights and views of the child are at the centre of all practice and provision
2. Individuality, difference and diversity are valued and celebrated
3. Equality of opportunity and anti-discriminatory practice are actively promoted
4. Children's health and well-being are actively promoted
5. Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child
6. Self-esteem, resilience and a positive self-image are recognised as essential to every child's development
7. Confidentiality and agreements about confidential information are respected as appropriate unless a child's protection and well-being are at stake
8. Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children more widely
9. Best practice requires reflection and a continuous search for improvement

6. The revised standards in Children's Care, Learning and Development

The revisions to the standards have come about after extensive consultation with the occupational field across the four home countries of the United Kingdom.

Feedback from consultation indicated that users want standards that are as clear and jargon-free as possible and every effort has been made to ensure that the standards are easy to read and accessible.

The standards themselves no longer contain assessment detail and have avoided the use of 'range' statements. Some material that would have been included within range has been subsumed into other parts of the standard.

The revised standards consist of 87 units of competence. There are 22 imported units drawn from Playwork, Health and Social Care, Management and Leadership, Teaching Assistants, Learning and Development and 3 (TBC) units developed 'in common' as part of a joint project with Playwork.

The remainder are newly developed units, although some build closely on previous units within standards for Early Years Care and Education. At each level most mandatory units build on the previous level e.g. there are mandatory units on positive relationships at levels 2, 3 and 4.

The age range covered by these standards is from 0 to 16 years, although in most cases the context is emphasised rather than the age of the child e.g. units that refer to early education and/or early learning rather than specifying an age range. This allows for work with children where early learning does not relate to expected patterns of achievement linked to chronological age. For work with babies and children under 3 years there are specialist units.

A key difference from previous standards is the requirement for a knowledge and understanding of children's development from 0 to 16 years. This requirement features in one mandatory unit at each level. This enables candidates to transfer their competence flexibly,

should the occasion arise for them to work with children in different age groups. These mandatory standards also require in-depth knowledge and understanding of how to support or promote development with the age range of the children with whom the candidate works.

The standards to the level of unit and element titles are at Annex 1 of this introduction.

7. Structure of National Occupational Standards in Children's Care, Learning and Development

Units indicate the functions that the practitioner is required to carry out in the workplace: they form the building blocks which make up a qualification. e.g. 'Help to keep children safe'.

Elements identify one distinct aspect of work which the practitioner must be able to do e.g. 'Prepare and maintain a safe environment'.

Performance criteria describe the quality of workplace performance required to be deemed competent e.g. 'Deal with waste safely according to the procedures of the setting'.

Definitions of terms used in the individual unit identify the specific meanings of the terminology used in the context of the unit e.g. 'Waste: unwanted materials, nappies, body fluids, dressings, cleaning cloths'.

Knowledge and understanding sets out what it is necessary for a practitioner to know and be able to understand in order to be competent in a variety of work contexts and at different times. Knowledge and understanding is closely linked to the units, elements and performance criteria e.g. 'Good hygiene practice including: principles of cross infection, disposal of waste, food handling, handling body fluids'.

8. Underpinning knowledge and understanding in the standards for Children's Care, Learning and Development

Each unit has its own specification of knowledge and understanding. Each item of knowledge and understanding has a unique code and where the same item appears in different units it will have the same code. The purpose of this is to avoid duplication of evidence when the standards are being used for qualification purposes. There is an overall listing of knowledge and understanding across all the units within the standards (not including imported units) and this is grouped under the following headings:

- a) Effective communication
- b) Children's development and behaviour
- c) Multi-agency working and information sharing
- d) Children's health, safety, well-being and safeguarding
- e) Children's transitions
- f) Occupational practice

9. Levels of National Occupational Standards

Standards have been assigned a level that relates to the level descriptors provided by the regulators. The levels within standards for children's care, learning and development are Levels 2, 3 and 4.

9.1 What do the different levels mean?

The following level descriptors (italicised) are taken from 'The statutory regulation of external qualifications in England, Wales and Northern Ireland' QCA 2004.

9.1.1 Level 2

'Level 2 qualifications recognise the ability to gain a good knowledge and understanding of a subject area of work or study, and to perform varied tasks with some guidance or supervision. Learning at this level involves building knowledge and/or skills in relation to an area of work or a subject area and is appropriate for many job roles.'

Within children's care, learning and development examples of roles at level 2 are

- Nursery assistant
- Crèche worker
- Special educational needs assistant

With the exception of childminding in Northern Ireland where a Level 2 qualification is acceptable for unsupervised work, nearly all Level 2 roles are for those who are working under supervision in face-to-face roles with children and families.

9.1.2 Level 3

'Level 3 qualifications recognise the ability to gain, and where relevant apply, a range of knowledge, skills and understanding. Learning at this level involves obtaining detailed knowledge and skills. It is appropriate for people wishing to go to university, people working independently or in some areas, supervising and training others in their field of work.'

Within children's care, learning and development examples of roles at Level 3 are:

- Childminder
- Daycare supervisor
- Pre-school supervisor
- Sure Start worker
- Homestart visitor
- Community nursery nurse

Level 3 qualifications are primarily for those who work in face-to-face roles with children and families, who may have supervisory responsibilities, specialist roles or work unsupervised. It would not be possible for practitioners who did not have some responsibility for children or access to children's provision to obtain the mandatory units at Level 3. Where Level 3 practitioners have a peripatetic advisory role without direct responsibility for children, careful planning and guidance would be required to determine whether this was an appropriate qualification and whether it would be possible to evidence competence for all the mandatory units.

9.1.3 Level 4

'Level 4 qualifications recognise specialist learning and involve detailed analysis of a high level of information and knowledge in an area of work or study. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others.'

Within children's care, learning and development examples of roles at Level 4 are:

- Childminding network co-ordinator
- Pre-school adviser
- Centre manager
- Area SENCO
- Senior practitioner involving high-level skills with children and families

Level 4 qualifications are for managers or lead/senior practitioners, peripatetic advisers and support workers. The mandatory units do not normally preclude such candidates from accessing assessment, although it is always necessary to check job roles against the standards as part of initial guidance. There are standards available for those with some additional specialist roles such as children's information services, or quality assurance schemes assessors and these may form part of qualifications in some cases or form a basis for continuing professional development.

10. National and Scottish Vocational Qualifications in Children's Care, Learning and Development

S/NVQs have been developed from the standards at Levels 2, 3 and 4. These are qualifications based on the assessment of competence in the workplace i.e. in real work situations. Although it is recognised that training may be required by many candidates, it is essential that assessment opportunities are offered to candidates independent of training or mode of study.

10.1 Qualification structures

The full qualification structures are at Annex 2 of this introduction

Level	Number of mandatory units	Number of required options	Total units for qualification
2	6	1	7
3	5	4 (2 from option group 1 and 2 from group 1 or 2)	9
4	4	5	9

Within the qualifications there are 2 option units used within both levels 3 and 4. These are:

- CCLD 326 Safeguard children from harm
- CCLD 333 Recruit, select and keep colleagues

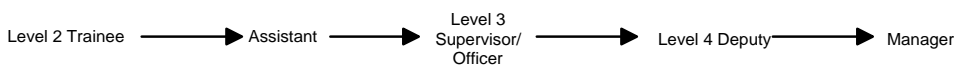
10.2 Assessment

Candidates gain access to assessment for SVQs and NVQs through becoming registered candidates at an Assessment Centre approved by one of the awarding bodies who offer the qualifications. The awarding bodies provide detailed guidance on the assessment process, and information on the various types of evidence that are acceptable.

Assessment of competence takes place largely in the workplace in naturally occurring work activities.

11. Progression routes

Progression routes exist for entrants to the occupational field who may move up through levels of work, for example, from nursery assistant to nursery manager.



New entrants can gain qualified status via apprenticeship schemes i.e. The Apprenticeships scheme at level 2 and the Advanced Apprenticeships at Level 3 (terms may vary). Apprenticeships have additional requirements such as first aid and technical certificates. For others direct entry to an NVQ or SVQ is possible, the level depending on the responsibility within their work role.

For experienced Level 3 practitioners moving into senior/lead practitioner roles or management roles, further training and assessment may be undertaken, based on the standards e.g.

- Sector endorsed foundation degrees
- Early Years routes into teaching
- N/SVQs at Level 4
- Leadership and management training
- ADCE (Advanced Diploma in Childcare and Education) and HNC/D

Other potential promoted posts include staff training manager, NVQ assessor and verifier. Opportunities exist in posts with local authorities or regulatory bodies and in specialised areas such as quality assessors. In Northern Ireland and Scotland supporting early education providers is a developing role.

Progression for childminders into new roles has developed. Childminding networks have increased childminders' scope of work including entry quality assurance schemes.

Additional or higher level qualifications can allow practitioners to move into different sectors such as teaching or social work. This will be helped through new structures and credit frameworks currently being developed that will give opportunity for progression, transfer and recognition of skills and knowledge.

12. Competence sets and job roles

Suggested sets of option units have been mapped against job roles. These are at Annex 3. It is important to note that as job roles vary according to local and individual requirements these are advisory and should be checked against individual needs.

Annex 1 Functional Map to the Level of Unit and Element Titles

Introduction to the Functional Map

Project consultation via desk work and a series of UK wide focus groups led to a revised functional map. The sector has changed radically over the last 5 years and the project consultation has identified a change of name and key purpose. The name 'Children's Care, learning and Development' is felt to better capture the activity of the sector. In addition whilst many staff still undertake functions with children under 8 years the functional mapping identifies work roles across the age range 0-16 years. The rationale and details of the research are contained in the project 'Final Report September 04'.

The functional map follows together with listing of units and elements

Functional Map Diagram

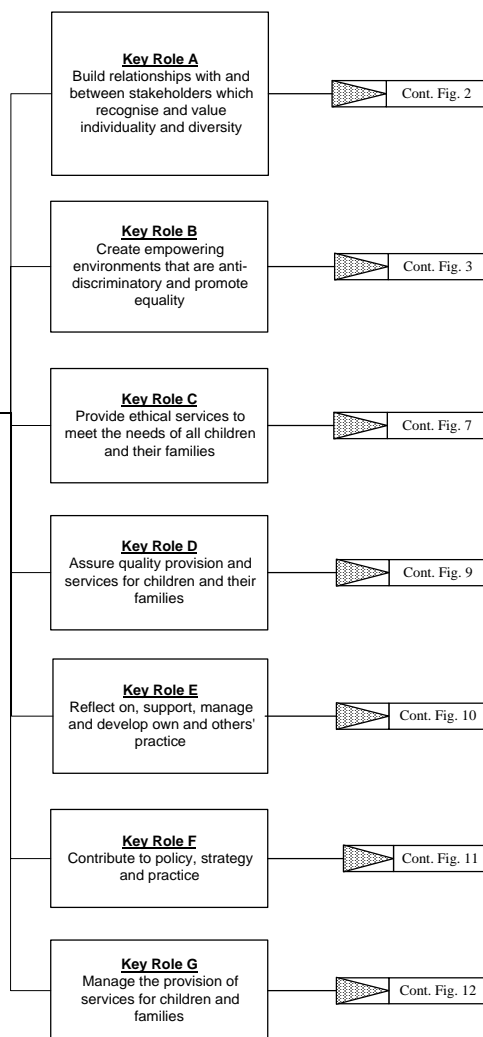
Children's Care, Learning and Development

Key Purpose Statement

The key purpose of the sector is to provide, in partnership with communities and other agencies, a firm foundation for growth, learning and development for children and their families. This includes creating, developing and maintaining environments and services that enable children to have the best possible experience of childhood and to enable them and their families to make the most of opportunities to achieve their full potential.

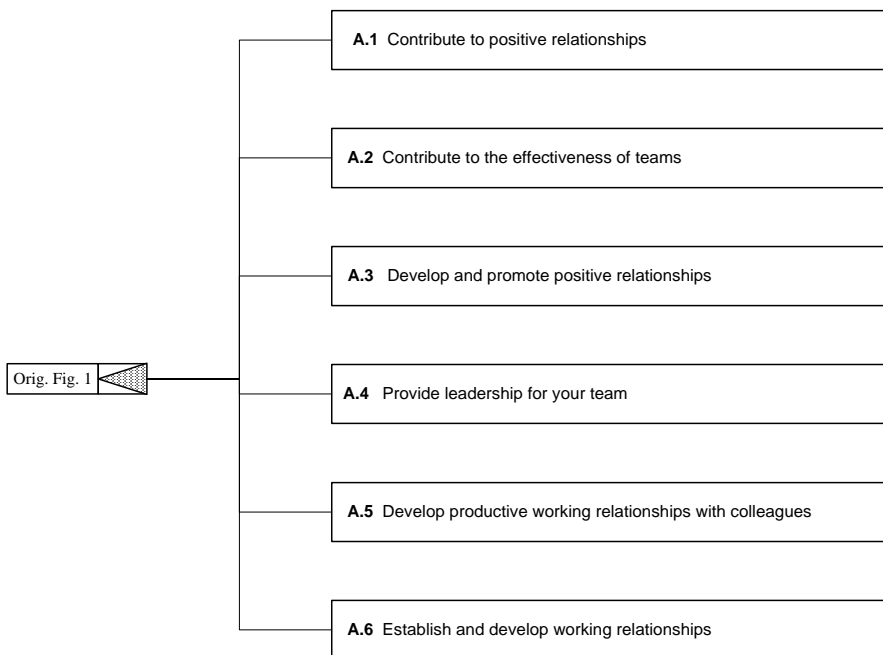
Functional Map Figure 1

Key
Cont. = Continued on
Orig. = Originated from



Key Role A

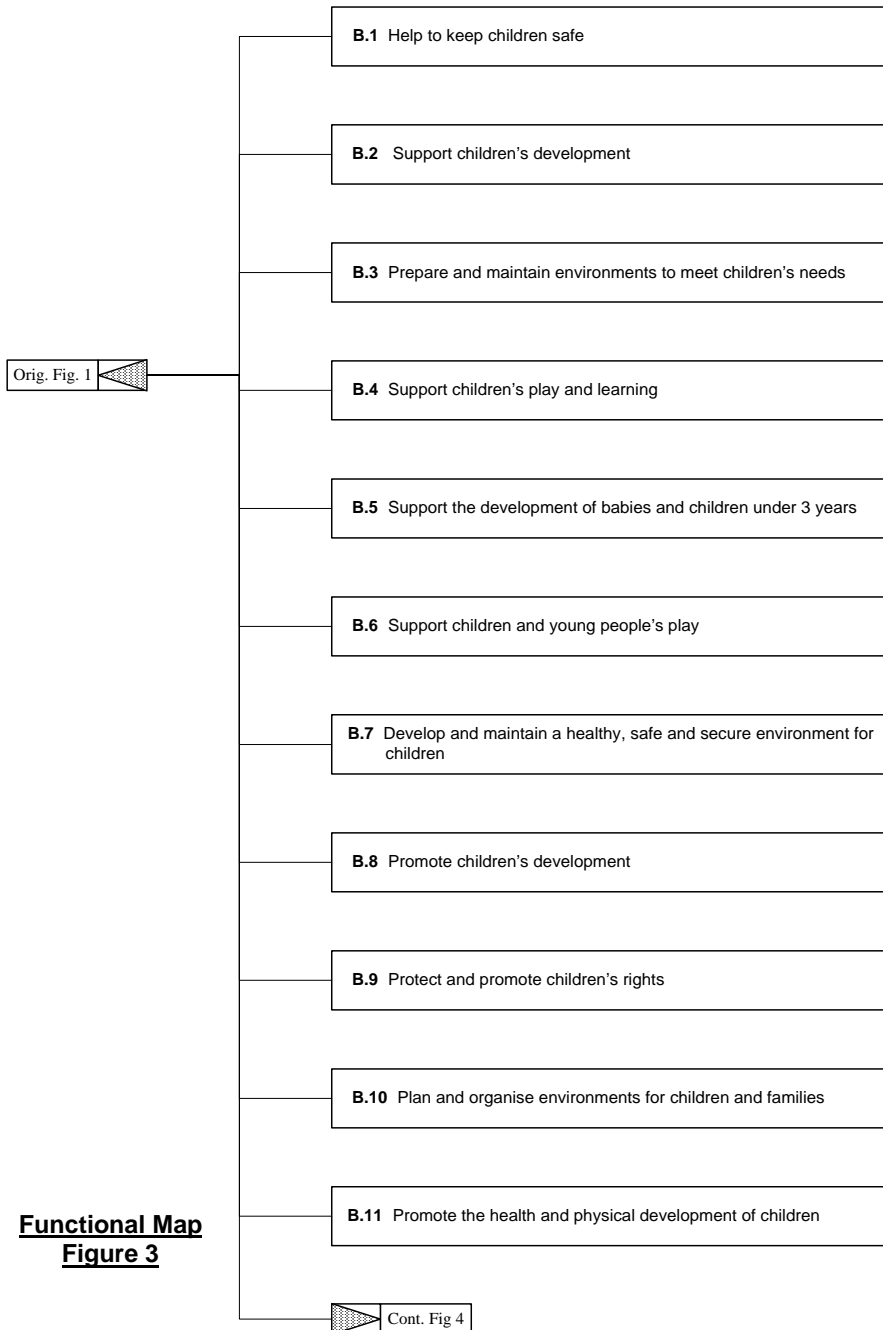
Build relationships with and between stakeholders which recognise and value individuality and diversity



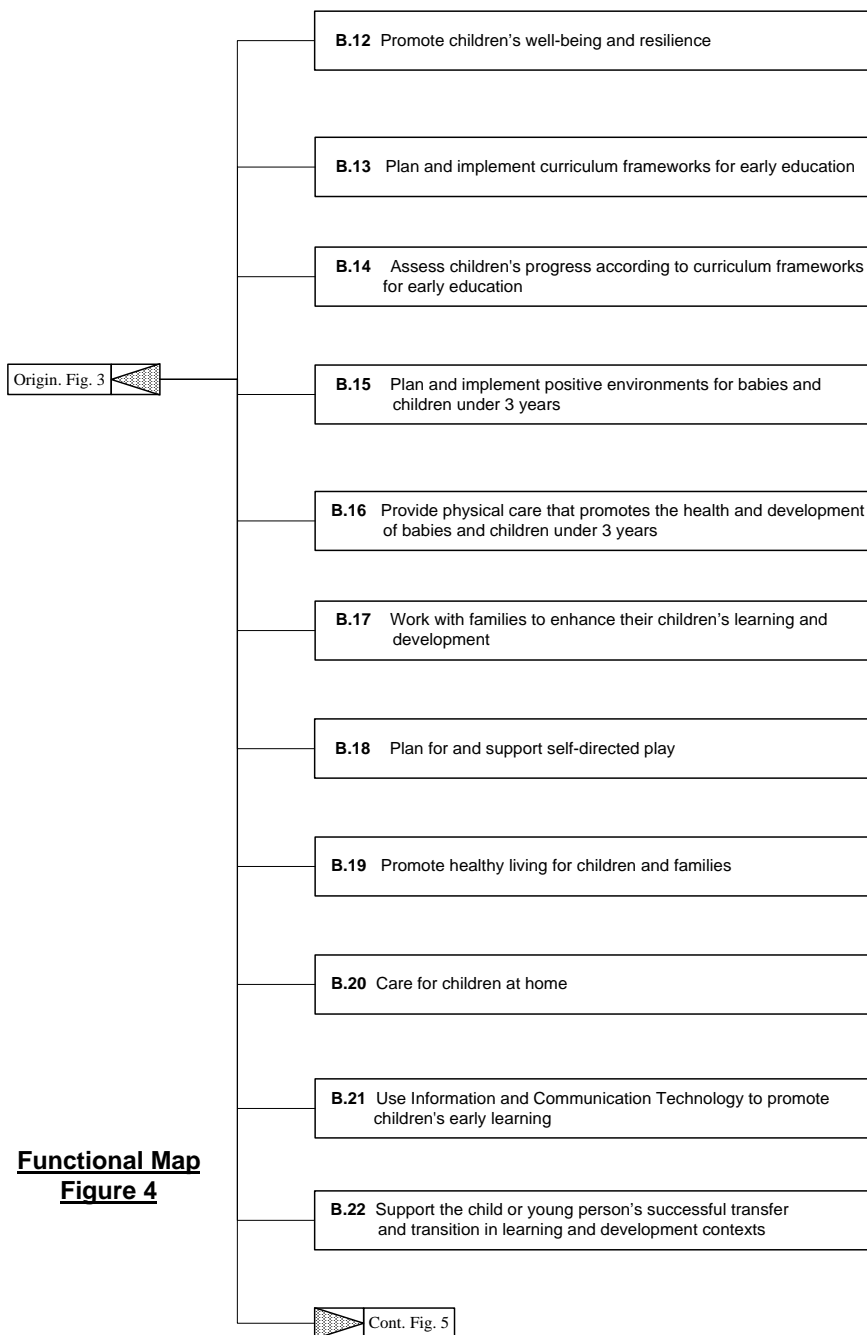
Functional Map
Figure 2

Key Role B

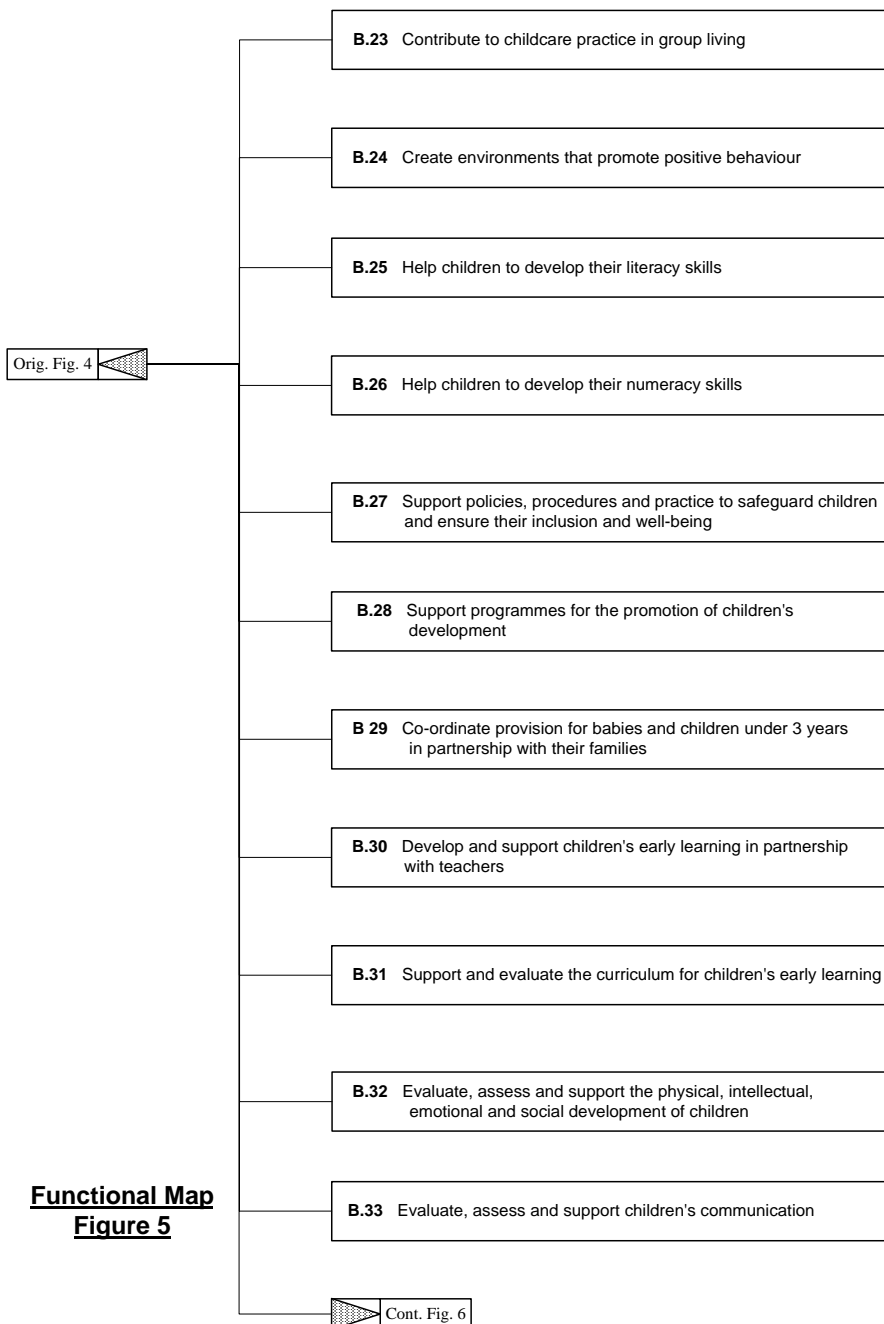
Create empowering environments that are anti-discriminatory and promote equality



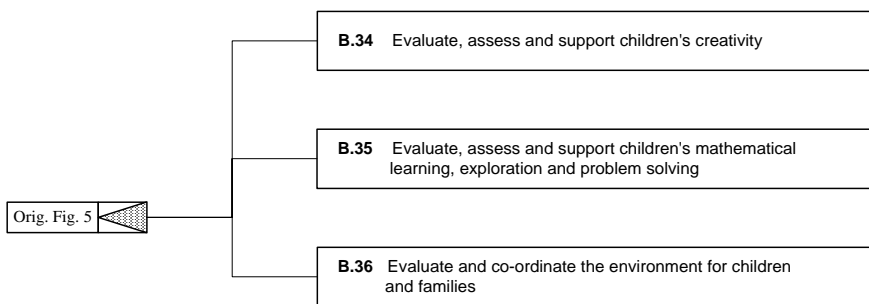
Functional Map
Figure 3



Functional Map
Figure 4



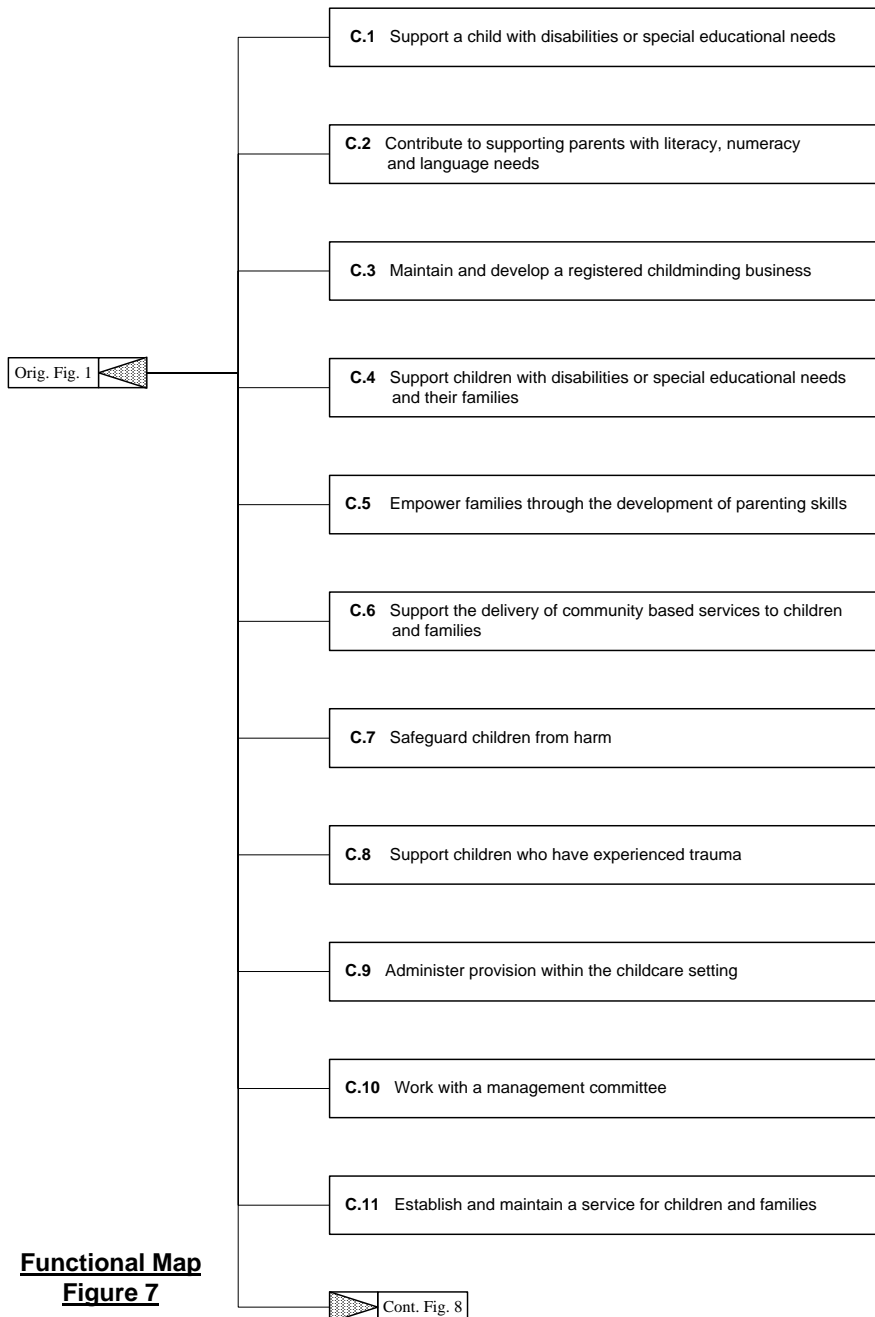
Functional Map
Figure 5



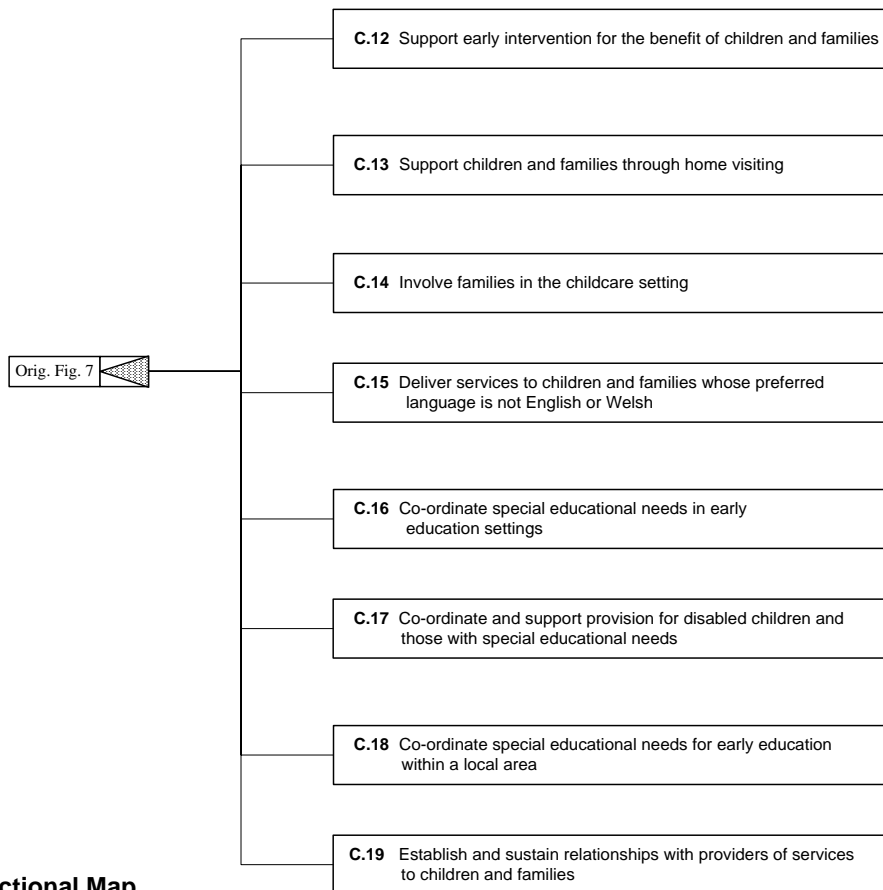
Functional Map
Figure 6

Key Role C

Provide ethical services to meet the needs of all children and their families



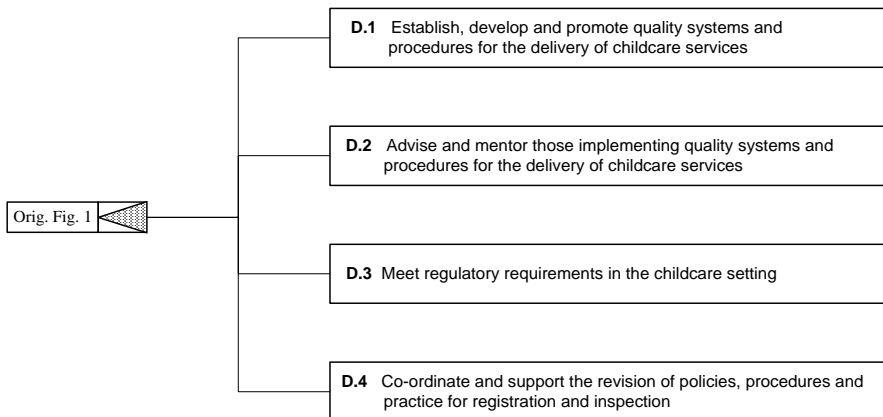
Functional Map
Figure 7



Functional Map
Figure 8

Key Role D

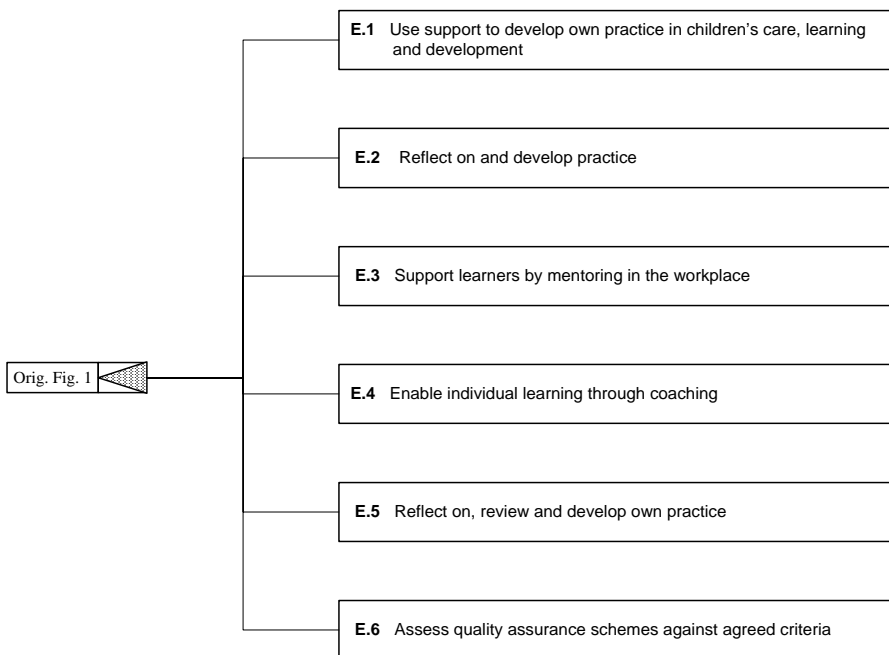
Assure quality provision and services for children and their families



Functional Map
Figure 9

Key Role E

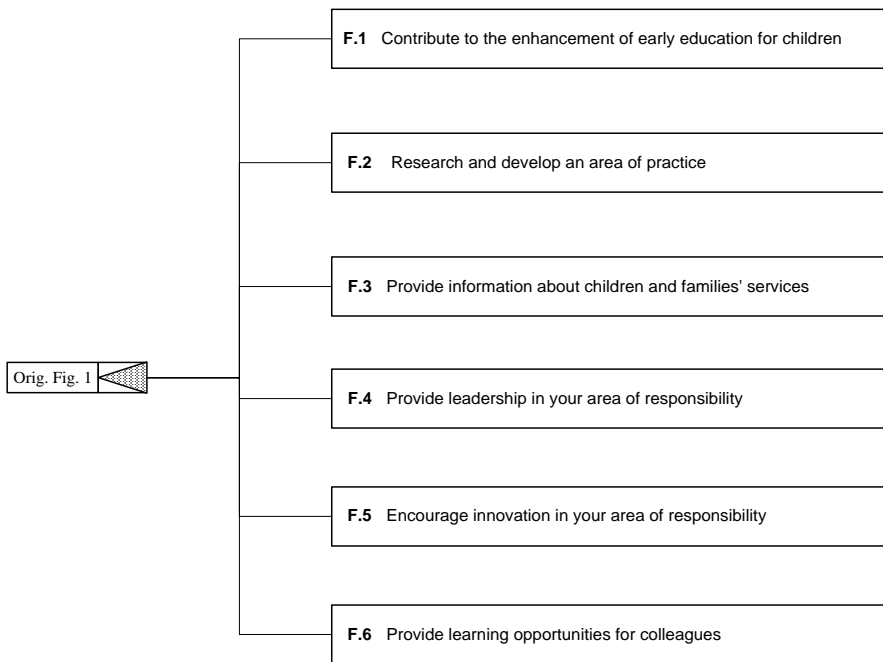
Reflect on, support and develop own and others' practice



Functional Map
Figure 10

Key Role F

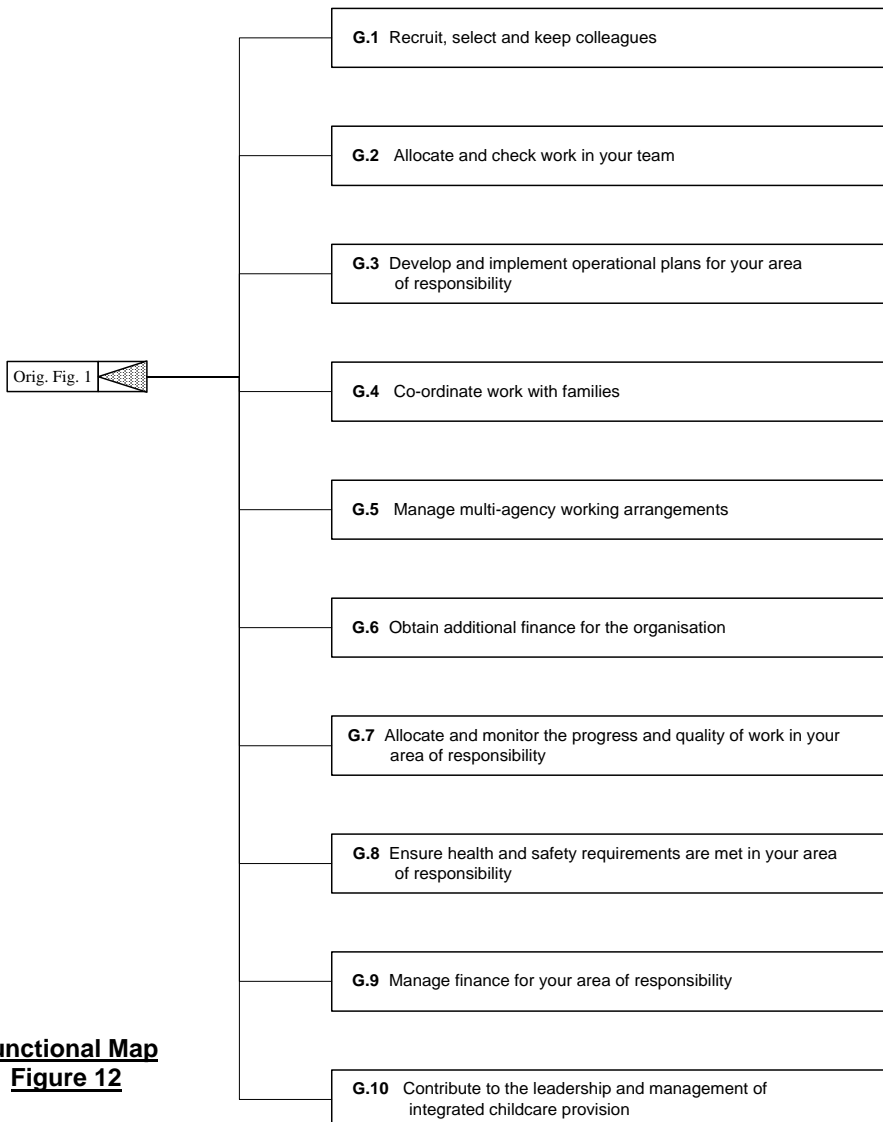
Contribute to policy, strategy and practice



Functional Map
Figure 11

Key Role G

Manage the provision of services for children and families



Functional Map
Figure 12

Units and element titles for Children's Care, Learning and Development

Unit	Element
CCLD 201 Contribute to positive relationships	<ol style="list-style-type: none"> 1. Interact with and respond to children 2. Interact with and respond to adults 3. Communicate with children 4. Communicate with adults
CCLD 202 Help to keep children safe	<ol style="list-style-type: none"> 1. Prepare and maintain a safe and healthy environment 2. Follow procedures for accidents, emergencies and illness 3. Support the safeguarding of children from abuse 4. Encourage children's positive behaviour
CCLD 203 Support children's development	<ol style="list-style-type: none"> 1. Contribute to supporting children's physical development and skills 2. Contribute to supporting children's emotional and social development 3. Contribute to supporting children's communication and intellectual development 4. Contribute to planning for children's development needs
CCLD 204 Use support to develop own practice in children's care, learning and development	<ol style="list-style-type: none"> 1. Make use of support systems to develop your practice 2. Use new knowledge and skills to improve your practice
CCLD 205 Prepare and maintain environments to meet children's needs	<ol style="list-style-type: none"> 1. Prepare and maintain the physical environment 2. Prepare and maintain a stimulating environment 3. Maintain an environment that builds children's confidence 4. Support routines for children
CCLD 206 Support children's play and learning	<ol style="list-style-type: none"> 1. Participate in activities to encourage communication and language 2. Provide opportunities for children's drama and imaginative play 3. Encourage children to be creative 4. Support physical play and exercise 5. Encourage children to explore and investigate
CCLD 207 Contribute to the effectiveness of teams	<ol style="list-style-type: none"> 1. Agree and carry out your role and responsibilities within the team 2. Participate effectively as a team member
CCLD 208 Support the development of babies and children under 3 years	<ol style="list-style-type: none"> 1. Observe babies or children under 3 years as part of your everyday work 2. Provide safe physical care for babies and children under 3 years 3. Provide play activities that encourage learning and development 4. Communicate with, respond to and interpret the needs of babies or children under 3 years
CCLD 209 Support a child with disabilities or special educational needs	<ol style="list-style-type: none"> 1. Support a child with disabilities or special educational needs by providing care and encouragement. 2. Provide support to enable the child to participate in activities and experiences 3. Support the child and family according to the procedures of the setting

Unit	Element
CCLD 210 Support children and young people's play	<ol style="list-style-type: none"> 1. Create a range of environments for children and young people's play 2. Offer a range of play opportunities to children and young people 3. Support children and young people's rights and choices in play 4. End play sessions
CCLD 301 Develop and promote positive relationships	<ol style="list-style-type: none"> 1. Develop relationships with children 2. Communicate with children 3. Support children in developing relationships 4. Communicate with adults
CCLD 302 Develop and maintain a healthy, safe and secure environment for children	<ol style="list-style-type: none"> 1. Establish a healthy, safe and secure environment for children 2. Maintain a healthy, safe and secure environment for children 3. Supervise procedures for accidents, injuries, illnesses and other emergencies
CCLD 303 Promote children's development	<ol style="list-style-type: none"> 1. Observe development 2. Assess development and reflect upon implications for practice 3. Plan provision to promote development 4. Implement and evaluate plans to promote development
CCLD 304 Reflect on and develop practice	<ol style="list-style-type: none"> 1. Reflect on practice 2. Take part in continuing professional development
CCLD 305 Protect and promote children's rights	<ol style="list-style-type: none"> 1. Support equality of access 2. Implement strategies, policies, procedures and practice for inclusion 3. Maintain and follow policies and procedures for protecting and safeguarding children
CCLD 306 Plan and organise environments for children and families	<ol style="list-style-type: none"> 1. Plan and provide an enabling physical environment for children 2. Organise space and resources to meet children's needs 3. Provide a caring, nurturing and responsive environment 4. Facilitate children's personal care
CCLD 307 Promote the health and physical development of children	<ol style="list-style-type: none"> 1. Plan and implement physical activities and routines for children to meet their physical development needs 2. Plan and provide food and drink to meet the nutritional needs of children 3. Promote children's healthy physical development
CCLD 308 Promote children's well-being and resilience	<ol style="list-style-type: none"> 1. Enable children to relate to others 2. Provide a supportive and challenging environment 3. Enable children to take risks safely 4. Encourage children's self reliance, self-esteem and resilience
CCLD 309 Plan and implement curriculum frameworks for early education	<ol style="list-style-type: none"> 1. Prepare curriculum plans according to requirements 2. Implement curriculum plans 3. Monitor and reflect on implementation of curriculum frameworks
CCLD 310 Assess children's progress according to curriculum frameworks for early education	<ol style="list-style-type: none"> 1. Identify and plan assessment requirements of curriculum frameworks 2. Assess and record children's progress in consultation with others
CCLD 311 Provide leadership for your team	This unit is not divided into individual elements. Originated from National Occupational Standards for Management and Leadership B5
CCLD 312 Plan and implement positive environments for babies and children under 3 years	<ol style="list-style-type: none"> 1. Observe, assess and record developmental progress of babies and children under 3 years 2. Communicate with babies and children under 3 years to develop positive relationships 3. Plan and implement activities to enhance development 4. Exchange information and respond to parents' needs and preferences for their babies and children under 3 years

Unit	Element
CCLD 313 Support early intervention for the benefit of children and families	<ol style="list-style-type: none"> 1. Help to identify families in need of early intervention and support 2. Negotiate and assess needs in consultation with families 3. Work with families and other agencies to access specialist support 4. Monitor and evaluate services to ensure the needs of children and families are met
CCLD 314 Provide physical care that promotes the health and development of babies and children under 3 years.	<ol style="list-style-type: none"> 1. Provide a safe and secure environment for babies and children under 3 years 2. Provide for the nutritional needs of babies and children under 3 years 3. Supervise and use physical care routines to promote development 4. Provide an emotionally secure and consistent environment 5. Recognise and respond to illness in babies and children under 3 years
CCLD 315 Contribute to supporting parents with literacy, numeracy and language needs	<ol style="list-style-type: none"> 1. Identify and encourage parents with some literacy, numeracy or language needs to improve their skills 2. Provide information for parents to enable them to access support 3. Reflect on and evaluate own and organisational practice in supporting parents
CCLD 316 Maintain and develop a childminding business	<ol style="list-style-type: none"> 1. Provide information about your childminding business 2. Administer your childminding business
CCLD 317 Work with families to enhance their children's learning and development	<ol style="list-style-type: none"> 1. Liaise with families about their expectations of their child 2. Encourage families to be involved with their children's learning and development 3. Review children's progress with families
CCLD 318 Plan for and support self-directed play	<ol style="list-style-type: none"> 1. Collect and analyse information on play needs and preferences 2. Plan and prepare play spaces 3. Support self-directed play 4. Help children and young people to manage risk during play
CCLD 319 Promote healthy living for children and families	<ol style="list-style-type: none"> 1. Enable children and families to identify healthy living options 2. Encourage and support children and families to implement healthy lifestyles
CCLD 320 Care for children at home	<ol style="list-style-type: none"> 1. Implement the requirements of parents in line with current best practice guidance 2. Create positive environments for children within the home setting 3. Take children outside the home
CCLD 321 Support children with disabilities or special educational needs and their families	<ol style="list-style-type: none"> 1. Contribute to the inclusion of children with disabilities or special educational needs 2. Help children with disabilities or special educational needs to participate in the full range of activities and experiences 3. Support families to respond to children's needs
CCLD 322 Empower families through the development of parenting skills	<ol style="list-style-type: none"> 1. Promote parents' self-confidence in the parenting role 2. Encourage parents to relate positively to their children 3. Support parents in play activities with their children 4. Support parents in accessing information and community support
CCLD 323 Use Information and Communication Technology to support children's early learning	<ol style="list-style-type: none"> 1. Plan to use ICT in support of children's early learning 2. Implement ICT activities 3. Evaluate children's learning through ICT

Unit	Element
CCLD 324 Support the delivery of community based services to children and families	<ol style="list-style-type: none"> 1. Work with other professionals to deliver community services to families 2. Work with families to provide advice, guidance and support
CCLD 325 Support the child or young person's successful transfer and transition in learning and development contexts	<ol style="list-style-type: none"> 1. Plan for transfer and transition 2. Support the child or young person to prepare for transfer or transition 3. Monitor the success of transfer and transition and identify continued support needs
CCLD 326 Safeguard children from harm	<ol style="list-style-type: none"> 1. Refer concerns about the welfare of children 2. Share information for the purpose of assessing children in need and their families 3. Support plans, interventions and reviews that safeguard children and promote their welfare
CCLD 327 Support children who have experienced trauma	<ol style="list-style-type: none"> 1. Recognise the needs of children who have experienced trauma 2. Respond to the needs of children who have experienced trauma 3. Seek support for your own practice and development
CCLD 328 Administer provision within the childcare setting	<ol style="list-style-type: none"> 1. Maintain access procedures 2. Collect and store information 3. Administer budgets and financial arrangements, according to the procedures of the setting 4. Operate systems for the supply of materials and equipment 5. Supervise the work of others
CCLD 329 Work with a management committee	<ol style="list-style-type: none"> 1. Prepare and present operational plans and reports to management committees 2. Implement management committee policies and procedures 3. Work with management committees to identify funding streams
CCLD 330 Establish and maintain a service for children and families	<ol style="list-style-type: none"> 1. Identify and negotiate requirements with children and their families 2. Establish and maintain agreements with children and families 3. Establish and maintain systems for the exchange of information with children and families 4. Monitor and evaluate services to ensure the needs of children and families are met
CCLD 331 Support children and families through home visiting	<ol style="list-style-type: none"> 1. Establish, develop and maintain relationships with families 2. Provide support to families 3. Liaise with colleagues, professionals and agencies to support families
CCLD 332 Involve families in the childcare setting	<ol style="list-style-type: none"> 1. Provide information and establish relationships with families 2. Encourage families to attend and participate in groups 3. Monitor provision and evaluate the involvement of families
CCLD 333 Recruit, select and keep colleagues	This unit is not divided into individual elements. Originated from National Occupational Standards for Management and Leadership D3
CCLD 334 Deliver services to children and families whose preferred language is not English or Welsh	<ol style="list-style-type: none"> 1. Work with children and families to assess communication needs 2. Establish and maintain communication to support service delivery 3. Monitor and evaluate communication support to ensure the needs of children and families are met
CCLD 335 Allocate and check work in your team	This unit is not divided into individual elements. Originated from National Occupational Standards for Management and Leadership D5

Unit	Element
CCLD 336 Contribute to childcare practice in group living	<ol style="list-style-type: none"> 1 Contribute to planning, implementing and reviewing daily living programmes for children and young people 2 Work with groups to promote individual growth and development 3 Contribute to promoting group care as a positive experience
CCLD 337 Create environments that promote positive behaviour	<ol style="list-style-type: none"> 1. Implement behaviour policies, procedures and strategies 2. Promote positive aspects of behaviour
CCLD 338 Develop productive working relationships with colleagues	This unit is not divided into individual elements. Originated from National Occupational Standards for Management and Leadership D1
CCLD 339 Co-ordinate special educational needs in early education settings	<ol style="list-style-type: none"> 1. Liaise with parents and other professionals in respect of children with special educational needs 2. Advise and support colleagues in the setting 3. Ensure that individual education plans for children are in place and regularly reviewed 4. Collect, record and update relevant background information about children with special educational needs
CCLD 340 Establish, develop and promote quality systems and procedures for the delivery of childcare services	<ol style="list-style-type: none"> 1. Establish quality systems for the delivery of childcare services 2. Maintain quality systems 3. Evaluate and review quality systems and procedures
CCLD 341 Advise and mentor those implementing quality systems and procedures for the delivery of childcare services	<ol style="list-style-type: none"> 1. Identify quality assurance requirements 2. Support the collection of evidence 3. Support the development of practice to meet quality assurance requirements
CCLD 342 Meet regulatory requirements in the childcare setting	<ol style="list-style-type: none"> 1. Identify regulatory requirements 2. Plan for inspection, in consultation with colleagues 3. Collect required evidence 4. Take appropriate action to meet requirements
CCLD 343 Support learners by mentoring in the workplace	<ol style="list-style-type: none"> 1. Planning the mentoring process 2. Setting up and maintaining the mentoring relationship 3. Giving mentoring support
CCLD 344 Enable individual learning through coaching	<ol style="list-style-type: none"> 1. Coach individual learners 2. Assist individual learners to apply their learning
CCLD 345 <u>Help pupils to develop their literacy skills</u>	<ol style="list-style-type: none"> 1. <u>Help pupils to develop their reading skills</u> 2. <u>Help pupils to develop their writing skills</u> 3. <u>Help pupils to develop their speaking and listening skills</u>
CCLD 346 <u>Help pupils to develop their numeracy skills</u>	<ol style="list-style-type: none"> 1. <u>Help pupils to develop their understanding and use of number</u> 2. <u>Help pupils to understand and use shape, space and measures</u>
CCLD 401 Establish and develop working relationships	<ol style="list-style-type: none"> 1. Establish and develop working relationships with colleagues 2. Establish and develop working relationships with other professionals and agencies 3. Encourage and facilitate others to reflect on practice and share knowledge
CCLD 402 Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being	<ol style="list-style-type: none"> 1. Protect children's equality of access, inclusion and participation 2. Support the maintenance of policies and procedures for safeguarding children 3. Support the integration of procedures for safeguarding children into systems and practices 4. Support the maintenance of policies, procedures and practice for the well-being of children

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Unit	Element
CCLD 403 Support programmes for the promotion of children's development	<ol style="list-style-type: none"> 1. Support procedures for the regular monitoring and assessment of children's development 2. Ensure provision meets children's developmental needs 3. Ensure provision supports children's positive behaviour 4. Monitor and evaluate records and recording procedures for the assessment of children's development.
CCLD 404 Reflect on, review and develop own practice	<ol style="list-style-type: none"> 1. Investigate ways of reflecting on, reviewing and evaluating own practice 2. Reflect on, and develop practice 3. Take part in continuing professional development
CCLD 405 Co-ordinate provision for babies and children under 3 years in partnership with their families	<ol style="list-style-type: none"> 1. Provide information on services and provision for parents 2. Co-ordinate and develop provision 3. Encourage best practice in work with babies and children under 3 years
CCLD 406 Develop and support children's early learning in partnership with teachers	<ol style="list-style-type: none"> 1. Contribute to planning and preparing for children's learning 2. Use teaching and learning activities to deliver the curriculum 3. Contribute to the monitoring and assessment of children's progress
CCLD 407 Support and evaluate the curriculum for children's early learning	<ol style="list-style-type: none"> 1. Identify and support activities, resources and programmes for children's early learning 2. Support the implementation of the curriculum for children's early learning 3. Work with colleagues to monitor and evaluate the curriculum for children's early learning
CCLD 408 Evaluate, assess and support the physical, intellectual, emotional and social development of children	<ol style="list-style-type: none"> 1. Facilitate the assessment and support of children's physical development 2. Facilitate the assessment and support of children's intellectual development 3. Facilitate the assessment and support of children's personal, emotional and social development 4. Support the collection of data and the monitoring and evaluation of provision to support children's development
CCLD 409 Evaluate, assess and support children's communication	<ol style="list-style-type: none"> 1. Support the assessment of children's communication, language and literacy 2. Facilitate the provision of an environment that promotes and enhances children's communication, language and literacy 3. Support the monitoring, evaluation and planning of improvements to support children's communication, language and literacy
CCLD 410 Evaluate, assess and support children's creativity	<ol style="list-style-type: none"> 1. Support the assessment of children's creative development 2. Facilitate the provision of an environment that promotes and enhances children's creativity 3. Support the monitoring, evaluation and planning of improvements to support children's creative development
CCLD 411 Evaluate, assess and support children's mathematical learning, exploration and problem solving	<ol style="list-style-type: none"> 1. Facilitate the assessment and support of children's exploration and problem solving skills 2. Facilitate the assessment and support of children's mathematical learning 3. Support the monitoring, evaluation and planning of improvements to support children's mathematical development, exploration, and problem solving
CCLD 412 Evaluate and co-ordinate the environment for children and families	<ol style="list-style-type: none"> 1. Evaluate the environment for children and families 2. Co-ordinate resources to meet the needs of children and families 3. Lead a process of change and improvement

Unit	Element
CCLD 413 Develop and implement operational plans for your area of responsibility	This unit is not divided into individual elements. Originated from National Occupational Standards for Management and Leadership E2
CCLD 414 Co-ordinate and support provision for disabled children and those with special educational needs	<ol style="list-style-type: none"> 1. Co-ordinate and review policies, procedures and practice for inclusion of children with disabilities and special educational needs 2. Co-ordinate planning for individual children 3. Work in partnership with other agencies and professionals
CCLD 415 Co-ordinate special educational needs for early education within a local area	<ol style="list-style-type: none"> 1. Advise on, plan and promote interventions designed to meet children's needs 2. Provide day-to-day support for setting and based SENCOs 3. Participate in the development of the service for children with special educational needs
CCLD 416 Assess quality assurance schemes against agreed criteria	<ol style="list-style-type: none"> 1. Identify quality assurance requirements 2. Examine initial evidence against requirements 3. Assess provision and provide feedback
CCLD 417 Establish and sustain relationships with providers of services to children and families	<ol style="list-style-type: none"> 1. Establish and sustain contact with providers of services to children and families 2. Enable providers of services to children and families to access sources of information and support 3. Contribute to the development and maintenance of support networks
CCLD 418 Co-ordinate and support the revision of policies, procedures and practice for registration and inspection	<ol style="list-style-type: none"> 1. Evaluate policies, procedures and documentation in the light of requirements for registration and inspection 2. Evaluate practice in the light of requirements for registration and inspection 3. Co-ordinate and support changes and development to meet registration and inspection requirements
CCLD 419 Contribute to the enhancement of early education for children	<ol style="list-style-type: none"> 1. Evaluate current educational practice within the setting 2. Provide advice to the provision on strategies for improvement 3. Support curriculum planning and development 4. Work alongside those within the settings to enhance educational provision
CCLD 420 Research and develop an area of practice	<ol style="list-style-type: none"> 1. Identify research opportunities 2. Collect and analyse data 3. Identify changes to practice resulting from research
CCLD 421 Provide information about children and families' services	<ol style="list-style-type: none"> 1. Establish and maintain information about the full range of services available for children and families 2. Provide information about children and family services in response to requests
CCLD 422 Co-ordinate work with families	<ol style="list-style-type: none"> 1. Establish procedures and practices for work with families 2. Implement policies and procedures for work with families 3. Deal with family issues, grievances and complaints
CCLD 423 Manage multi-agency working arrangements	<ol style="list-style-type: none"> 1. Establish and maintain relationships with other agencies 2. Share information with other agencies
CCLD 424 Obtain additional finance for the organisation	This unit is not divided into individual elements. Originated from National Occupational Standards for Management and Leadership E3
CCLD 425 Provide leadership in your area of responsibility	This unit is not divided into individual elements. Originated from National Occupational Standards for Management and Leadership B6
CCLD 426 Encourage innovation in your area of responsibility	This unit is not divided into individual elements. Originated from National Occupational Standards for Management and Leadership C2

Unit	Element
CCLD 427 Allocate and monitor the progress and quality of work in your area of responsibility	This unit is not divided into individual elements. Originated from National Occupational Standards for Management and Leadership D6
CCLD 428 Ensure health and safety requirements are met in your area of responsibility	This unit is not divided into individual element. Originated from National Occupational Standards for Management and Leadership E6
CCLD 429 Provide learning opportunities for colleagues	This unit is not divided into individual elements. Originated from National Occupational Standards for Management and Leadership D7
CCLD 430 Manage finance for your area of responsibility	This unit is not divided into individual elements. Originated from National Occupational Standards for Management and Leadership E2
CCLD 431 Contribute to the leadership and management of integrated childcare provision	<ol style="list-style-type: none"> 1. Contribute to the leadership and management of a multi-disciplinary team 2. Support integrated approaches to service delivery

Annex 2 Qualification Structures for NVQs and SVQs at levels 2, 3 and 4

National Occupational Standards in Children's Care, Learning and Development (CCLD): Units and qualification structures

LEVEL 2 UNITS

**The proposed NVQ/SVQ is a 7-unit qualification
comprising 6 mandatory units + 1 option**

Unit Number	Level	Unit
Mandatory units		
CCLD 201	L2 mandatory	Contribute to positive relationships
CCLD 202	L2 mandatory	Help to keep children safe
CCLD 203	L2 mandatory	Support children's development
CCLD 204	L2 mandatory	Use support to develop own practice in children's care, learning and development
CCLD 205	L2 mandatory	Prepare and maintain environments to meet children's needs
CCLD 206	L2 mandatory	Support children's play and learning
Choose 1 from the following options		
CCLD 207	L2 option	Contribute to the effectiveness of teams
CCLD 208	L2 option	Support the development of babies and children under 3 years
CCLD 209	L2 option	Support a child with disabilities or special educational needs
CCLD 210	L2 option	Support children and young people's play

National Occupational Standards in Children's Care, Learning and Development (CCLD): Draft units and qualification structures

LEVEL 3 UNITS

The proposed NVQ/SVQ at Level 3 is a 9-unit qualification comprising 5 mandatory units and 4 options.

Two options must be selected from option group 1, and 2 from option group 1 or 2

Unit Number	Level	Unit
Mandatory units		
CCLD 301	L3 mandatory	Develop and promote positive relationships
CCLD 302	L3 mandatory	Develop and maintain a healthy, safe and secure environment for children
CCLD 303	L3 mandatory	Promote children's development
CCLD 304	L3 mandatory	Reflect on and develop practice
CCLD 305	L3 mandatory	Protect and promote children's rights
Choose 2 from option group 1		
CCLD 306	L3 Group 1 option	Plan and organise environments for children and families
CCLD 307	L3 Group 1 option	Promote the health and physical development of children
CCLD 308	L3 Group 1 option	Promote children's well-being and resilience
CCLD 309	L3 Group 1 option	Plan and implement curriculum frameworks for early education
CCLD 310	L3 Group 1 option	Assess children's progress according to curriculum frameworks for early education
CCLD 311	L3 Group 1 option	Provide leadership for your team
CCLD 312	L3 Group 1 option	Plan and implement positive environments for babies and children under 3 years
CCLD 313	L3 Group 1 option	Support early intervention for the benefit of children and families

Choose 2 additional options from option group 1 or 2		
CCLD 314	L3 Group 2 option	Provide physical care that promotes the health and development of babies and children under 3 years
CCLD 315	L3 Group 2 option	Contribute to supporting parents with literacy, numeracy and language needs
CCLD 316	L3 Group 2 option	Maintain and develop a childminding business
CCLD 317	L3 Group 2 option	Work with families to enhance their children's learning and development
CCLD 318	L3 Group 2 option	Plan for and support self-directed play
CCLD 319	L3 Group 2 option	Promote healthy living for children and families
CCLD 320	L3 Group 2 option	Care for children at home
CCLD 321	L3 Group 2 option	Support children with disabilities or special educational needs and their families
CCLD 322	L3 Group 2 option	Empower families through the development of parenting skills
CCLD 323	L3 Group 2 option	Use Information and Communication Technology to support children's early learning
CCLD 324	L3 Group 2 option	Support the delivery of community based services to children and families
CCLD 325	L3 Group 2 option	Support the child or young person's successful transfer and transition in learning and development contexts
CCLD 326	L3 Group 2 option	Safeguard children from harm
CCLD 327	L3 Group 2 option	Support children who have experienced trauma
CCLD 328	L3 Group 2 option	Administer provision within the childcare setting
CCLD 329	L3 Group 2 option	Work with a management committee
CCLD 330	L3 Group 2 option	Establish and maintain a service for children and families
CCLD 331	L3 Group 2 option	Support children and families through home visiting
CCLD 332	L3 Group 2 option	Involve families in the childcare setting
CCLD 333	L3 Group 2 option	Recruit, select and keep colleagues

CCLD 334	L3 Group 2 option	Deliver services to children and families whose preferred language is not English or Welsh
CCLD 335	L3 Group 2 option	Allocate and check work in your team
CCLD 336	L3 Group 2 option	Contribute to childcare practice in group living
CCLD 337	L3 Group 2 option	Create environments that promote positive behaviour
CCLD 338	L3 Group 2 option	Develop productive working relationships with colleagues
CCLD 339	L3 Group 2 option	Co-ordinate special educational needs in early education settings
CCLD 340	L3 Group 2 option	Establish, develop and promote quality systems and procedures for the delivery of childcare services
CCLD 341	L3 Group 2 option	Advise and mentor those implementing quality systems and procedures for the delivery of childcare services
CCLD 342	L3 Group 2 option	Meet regulatory requirements in the childcare setting
CCLD 343	L3 Group 2 option	Support learners by mentoring in the workplace
CCLD 344	L3 Group 2 option	Enable individual learning through coaching
CCLD 345	L3 Group 2 option	Help children to develop their literacy skills
<u>CCLD 345</u>	<u>L3 Group 2 option</u>	<u>Help pupils to develop their literacy skills</u>
CCLD 346	L3 Group 2 option	Help children to develop their numeracy skills
<u>CCLD 346</u>	<u>L3 Group 2 option</u>	<u>Help pupils to develop their numeracy skills</u>

**National Occupational Standards in Children's Care, Learning and
Development (CCLD): Units and qualification structures**

LEVEL 4 UNITS

**The proposed NVQ/SVQ at Level 4 is a 9-unit qualification
comprising 4 mandatory units + 5 options**

Unit Number	Level	Unit
Mandatory units		
CCLD 401	L4 mandatory	Establish and develop working relationships
CCLD 402	L4 mandatory	Support policies, procedures and practice to safeguard children and ensure their inclusion and well-being
CCLD 403	L4 mandatory	Support programmes for the promotion of children's development
CCLD 404	L4 mandatory	Reflect on, review and develop own practice
Choose 5 from the following options		
CCLD 405	L4 option	Co-ordinate provision for babies and children under 3 years in partnership with their families
CCLD 406	L4 option	Develop and support children's early learning in partnership with teachers
CCLD 407	L4 option	Support and evaluate the curriculum for children's early learning
CCLD 408	L4 option	Evaluate, assess and support the physical, intellectual, emotional and social development of children
CCLD 409	L4 option	Evaluate, assess and support children's communication
CCLD 410	L4 option	Evaluate, assess and support children's creativity
CCLD 411	L4 option	Evaluate, assess and support children's mathematical learning, exploration and problem solving
CCLD 412	L4 option	Evaluate and co-ordinate the environment for children and families
CCLD 413	L4 option	Develop and implement operational plans for your area of responsibility
CCLD 414	L4 option	Co-ordinate and support provision for disabled children and those with special educational needs
CCLD 415	L4 option	Co-ordinate special educational needs for early education within a local area
CCLD 416	L4 option	Assess quality assurance schemes against agreed criteria

CCLD 417	L4 option	Establish and sustain relationships with providers of services to children and families
CCLD 418	L4 option	Co-ordinate and support the revision of policies, procedures and practice for registration and inspection
CCLD 419	L4 option	Contribute to the enhancement of early education for children
CCLD 420	L4 option	Research and develop an area of practice
CCLD 421	L4 option	Provide information about children and families' services
CCLD 422	L4 option	Co-ordinate work with families
CCLD 423	L4 option	Manage multi-agency working arrangements
CCLD 424	L4 option	Obtain additional finance for the organisation
CCLD 425	L4 option	Provide leadership in your area of responsibility
CCLD 426	L4 option	Encourage innovation in your area of responsibility
CCLD 427	L4 option	Allocate and monitor the progress and quality of work in your area of responsibility
CCLD 428	L4 option	Ensure health and safety requirements are met in your area of responsibility
CCLD 429	L4 option	Provide learning opportunities for colleagues
CCLD 430	L4 option	Manage finance for your area of responsibility
CCLD 431	L4 option	Contribute to the leadership and management of integrated childcare provision
CCLD 326	L4 option	Safeguard children from harm
CCLD 333	L4 option	Recruit, select and keep colleagues

Annex 3 Guidance on competence sets of option units

Important note

There are many different types of job role and this listing is advisory only. If you are selecting units as part of an NVQ or SVQ you must discuss your selection of units with your assessment centre and, where relevant, your employer. If you are considering future employment options this may also influence your choice of units.

Level 2 Mapping of option units to selected job roles

Level 2 candidates are in face-to-face roles with children, normally working as assistants under supervision². The options within column 3 state possibilities dependent on the exact nature of the work role. Level 2 NVQ/SVQ candidates select 1 option in addition to the mandatory units.

Job role	Possible option units
Nursery assistant in full daycare with 3 year olds	CCLD 207 Contribute to the effectiveness of teams CCLD 210 Support children and young peoples' play
Nursery assistant in full daycare with babies	CCLD 207 Contribute to the effectiveness of teams CCLD 208 Support the development of babies and children under 3 years
Support worker for child with special educational needs	CCLD 209 Support a child with disabilities or special educational needs CCLD 210 Support children and young peoples' play
Crèche assistant	CCLD 210 Support children and young peoples' play
Pre-school assistant	CCLD 207 Contribute to the effectiveness of teams CCLD 210 Support children's and young peoples' play

² Childminders in Northern Ireland may be the exception

Level 3 Mapping of option units to selected job roles

Level 3 roles are diverse and tailored to local needs and circumstances. Where candidates are not in face-to-face roles with children with some responsibility for a childcare environment for at least part of their work role, it will be difficult for them to achieve the mandatory units at Level 3. The range of options within columns 2 and 3 state possibilities dependent on the exact nature of the work role. Level 3 NVQ/SVQ candidates select 2 units from option group 1 and 2 units from option group 1 or 2 in addition to the mandatory units.

Job role	Possible option units, group1	Possible option units, group 2
<u>Nursery nurse in early education</u>	<p>CCLD 309 <u>Plan and implement curriculum frameworks for early education.</u></p> <p>CCLD 310 <u>Assess children's progress according to curriculum frameworks for early education</u></p> <p>CCLD 306 <u>Plan and organise environments for children and families</u></p> <p>CCLD 308 <u>Promote children's well-being and resilience</u></p> <p>CCLD 313 <u>Support early intervention for the benefit of children and families</u></p>	<p>CCLD 323 <u>Use ICT to support children's early learning</u></p> <p>CCLD 345 <u>Help pupils develop their literacy skills</u></p> <p>CCLD 346 <u>Help pupils develop their numeracy skills</u></p> <p>CCLD 339 <u>Co-ordinate special educational needs in early education settings</u></p> <p>CCLD 337 <u>Create environments that promote positive behaviour</u></p> <p>CCLD 318 <u>Plan for and support self-directed play</u></p>
Officer in charge: full daycare	<p>CCLD 306 Plan and organise environments for children and families</p> <p>CCLD 308 Promote children's well-being and resilience</p> <p>CCLD 307 Promote the health and physical development of children</p> <p>CCLD 311 Provide leadership for your team</p> <p>CCLD 313 Support early intervention for the benefit of children and families</p>	<p>CCLD 328 Administer provision in the childcare setting</p> <p>CCLD 342 Meet regulatory requirements in the childcare setting</p> <p>CCLD 333 Recruit, select and keep colleagues</p> <p>CCLD 338 Develop productive working relationships with colleagues</p> <p>CCLD 335 Allocate and check work in your team</p> <p>CCLD 334 Deliver services to children and families whose preferred language is not English or Welsh</p> <p>CCLD 337 Create environments that promote positive behaviour</p> <p>CCLD 315 Contribute to supporting parents with literacy, numeracy and language needs</p> <p>CCLD 340 Establish, develop and promote quality systems and procedures for the delivery of childcare services</p>
Family support worker	<p>CCLD 306 Plan and organise environments for children and families</p> <p>CCLD 308 Promote children's well-being and resilience</p> <p>CCLD 307 Promote the health and physical development of</p>	<p>CCLD 317 Work with families to enhance their children's learning and development</p> <p>CCLD 334 Deliver services to children and families whose preferred language is not English or Welsh</p> <p>CCLD 332 Involve families in the childcare setting</p> <p>CCLD 330 Establish and maintain a service for children</p>

	<p>children</p> <p>CCLD 313 Support early intervention for the benefit of children and families</p>	<p>and families</p> <p>CCLD 337 Create environments that promote positive behaviour</p> <p>CCLD 321 Support children with disabilities or special educational needs and their families</p> <p>CCLD 315 Contribute to supporting parents with literacy, numeracy and language needs</p> <p>CCLD 331 Support children and families through home visiting</p>
Childminder	<p>CCLD 308 Promote children's well-being and resilience</p> <p>CCLD 307 Promote the health and physical development of children</p> <p>CCLD 306 Plan and organise environments for children and families</p> <p>CCLD 312 Plan and implement positive environments for babies and children under 3 years</p>	<p>CCLD 320 Care for children at home</p> <p>CCLD 316 Maintain and develop a childminding business</p> <p>CCLD 314 Provide physical care that promotes the health and development of babies and children under 3 years</p> <p>CCLD 318 Plan for and support self-directed play</p> <p>CCLD 340 Establish, develop and promote quality systems and procedures for the delivery of childcare services</p>
Childminder involved in providing nursery education	<p>CCLD 309 Plan and implement curriculum frameworks for early education.</p> <p>CCLD 310 Assess children's progress according to curriculum frameworks for early education</p> <p>CCLD 313 Support early intervention for the benefit of children and families</p> <p>CCLD 306 Plan and organise environments for children and families</p>	<p>CCLD 320 Care for children at home</p> <p>CCLD 316 Maintain and develop a childminding business</p> <p>CCLD 323 Use Information and Communication Technology to support children's early learning</p> <p>CCLD 340 Establish, develop and promote quality systems and procedures for the delivery of childcare services</p>
Childminder involved in community childminding	<p>CCLD 308 Promote children's well-being and resilience</p> <p>CCLD 306 Plan and organise environments for children and families</p> <p>CCLD 307 Promote the health and physical development of children</p>	<p>CCLD 326 Safeguard children from harm</p> <p>CCLD 321 Support children with disabilities or special educational needs and their families</p> <p>CCLD 327 Support children who have experienced trauma</p> <p>CCLD 320 Care for children at home</p> <p>CCLD 316 Maintain and develop a childminding business</p> <p>CCLD 337 Create environments that promote positive behaviour</p>
Supporting health care professionals involved in work with children and families	<p>CCLD 308 Promote children's well-being and resilience</p> <p>CCLD 307 Promote the health and physical development of children</p> <p>CCLD 313 Support early intervention for the benefit of children and</p>	<p>CCLD 319 Promote healthy living for children and families</p> <p>CCLD 315 Contribute to supporting parents with literacy, numeracy and language needs</p> <p>CCLD 322 Empower families through the development of parenting skills</p> <p>CCLD 324 Support the delivery of community based</p>

	families	services to children and families CCLD 337 Create environments that promote positive behaviour CCLD 331 Support children and families through home visiting
Supporting social care professionals involved in work with children and families	CCLD 308 Promote children's well-being and resilience CCLD 313 Support early intervention for the benefit of children and families	CCLD 327 Support children who have experienced trauma CCLD 326 Safeguard children from harm CCLD 322 Empower families through the development of parenting skills CCLD 337 Create environments that promote positive behaviour CCLD 331 Support children and families through home visiting
Women's refuge crèche supervisor	CCLD 308 Promote children's well-being and resilience CCLD 307 Promote the health and physical development of children CCLD 306 Plan and organise environments for children and families CCLD 313 Support early intervention for the benefit of children and families	CCLD 327 Support children who have experienced trauma CCLD 318 Plan for and support self-directed play CCLD 337 Create environments that promote positive behaviour CCLD 325 Support the child or young person's successful transfer and transition in learning and development contexts CCLD 342 Meet regulatory requirements in the childcare setting CCLD 334 Deliver services to children and families whose preferred language is not English or Welsh
Crèche supervisor	CCLD 306 Plan and organise environments for children and families CCLD 311 Provide leadership for your team CCLD 308 Promote children's well-being and resilience	CCLD 328 Administer provision in the childcare setting CCLD 318 Plan for and support self-directed play CCLD 342 Meet regulatory requirements in the childcare setting CCLD 335 Allocate and check work in your team
Pre-school supervisor	CCLD 309 Plan and implement curriculum frameworks for early education. CCLD 310 Assess children's progress according to curriculum frameworks for early education CCLD 306 Plan and organise environments for children and families CCLD 311 Provide leadership for your team CCLD 308 Promote children's well-being and resilience CCLD 313 Support early intervention for the benefit of children and	CCLD 330 Establish and maintain a service for children and families CCLD 328 Administer provision in the childcare setting CCLD 335 Allocate and check work in your team CCLD 329 Work with a management committee CCLD 332 Involve families in the childcare setting CCLD 318 Plan for and support self-directed play CCLD 323 Use Information and Communication Technology to support children's early learning CCLD 342 Meet regulatory requirements in the childcare setting CCLD 334 Deliver services to children and families whose preferred language is not English or

	families	Welsh CCLD 315 Contribute to supporting parents with literacy, numeracy and language needs CCLD 340 Establish, develop and promote quality systems and procedures for the delivery of childcare services
Children's centre or integrated centre with supervisory role	CCLD 306 Plan and organise environments for children and families CCLD 308 Promote children's well-being and resilience CCLD 307 Promote the health and physical development of children CCLD 311 Provide leadership for your team CCLD 313 Support early intervention for the benefit of children and families	CCLD 332 Involve families in the childcare setting CCLD 322 Empower families through the development of parenting skills CCLD 325 Support the child or young person's successful transfer and transition in learning and development contexts CCLD 318 Plan for and support self-directed play CCLD 323 Use Information and Communication Technology to support children's early learning CCLD 335 Allocate and check work in your team CCLD 334 Deliver services to children and families whose preferred language is not English or Welsh CCLD 317 Work with families to enhance their children's learning and development CCLD 321 Support children with disabilities or special educational needs and their families CCLD 319 Promote healthy living for children and families CCLD 315 Contribute to supporting parents with literacy, numeracy and language needs CCLD 331 Support children and families through home visiting
Worker in SureStart schemes	CCLD 308 Promote children's well-being and resilience CCLD 306 Plan and organise environments for children and families CCLD 307 Promote the health and physical development of children CCLD 312 Plan and implement positive environments for babies and children under 3 years CCLD 313 Support early intervention for the benefit of children and families	CCLD 322 Empower families through the development of parenting skills CCLD 332 Involve families in the childcare setting CCLD 337 Create environments that promote positive behaviour CCLD 319 Promote healthy living for children and families CCLD 334 Deliver services to children and families whose preferred language is not English or Welsh CCLD 317 Work with families to enhance their children's learning and development CCLD 315 Contribute to supporting parents with literacy, numeracy and language needs CCLD 331 Support children and families through home visiting
Head of baby room	CCLD 311 Provide leadership for your team CCLD 312 Plan and implement positive	CCLD 314 Provide physical care that promotes the health and development of babies and children under 3 years

	environments for babies and children under 3 years	CCLD 322 Empower families through the development of parenting skills
CCLD 313	Support early intervention for the benefit of children and families	CCLD 338 Develop productive working relationships with colleagues
		CCLD 335 Allocate and check work in your team
		CCLD 334 Deliver services to children and families whose preferred language is not English or Welsh

Additional Level 3 units for specialist roles and continuing professional development

- CCLD 336** Contribute to childcare practice in group living
- CCLD 341** Advise and mentor those implementing quality systems and procedures for the delivery of childcare services
- CCLD 343** Support learners by mentoring in the workplace
- CCLD 344** Enable individual learners through coaching

Level 4 Mapping of option units to selected job roles

Level 4 roles as managers or support workers are well established in the sector, but there are emerging roles at Level 4 that relate to the development of community based services and within integrated provision. The range of options within column 2 states possibilities dependent on the exact nature of the work role. Level 4 NVQ/SVQ candidates select 5 option units in addition to the mandatory units.

Job role	Possible option units
Manager/co-ordinator of setting or service	<p>CCLD 405 Co-ordinate provision for babies and children under 3 years in partnership with their families</p> <p>CCLD 412 Evaluate and co-ordinate the environment for children and families</p> <p>CCLD 333 Recruit, select and keep colleagues</p> <p>CCLD 426 Encourage innovation in your area of responsibility</p> <p>CCLD 427 Allocate and monitor the progress and quality of work in your area of responsibility</p> <p>CCLD 428 Ensure health and safety requirements are met in your area of responsibility</p> <p>CCLD 430 Manage finance for your area of responsibility</p> <p>CCLD 413 Develop and implement operational plans for your area of responsibility</p> <p>CCLD 418 Co-ordinate and support the revision of policies, procedures and practice for registration and inspection</p> <p>CCLD 424 Obtain additional finance for the organisation</p> <p>CCLD 425 Provide leadership in your area of responsibility</p> <p>CCLD 423 Manage multi-agency working arrangements</p> <p>CCLD 422 Co-ordinate work with families</p>
Manager or co-ordinator within integrated settings	<p>As above, plus:</p> <p>CCLD 431 Contribute to the leadership and management of integrated childcare provision</p>
Senior or lead practitioner in early education	<p>CCLD 406 Develop and support children's early learning in partnership with teachers</p> <p>CCLD 408 Evaluate, assess and support the physical, intellectual, emotional and social development of children</p> <p>CCLD 409 Evaluate, assess and support children's communication</p> <p>CCLD 410 Evaluate, assess and support children's creativity</p> <p>CCLD 411 Evaluate, assess and support children's mathematical learning, exploration, and problem solving</p> <p>CCLD 414 Co-ordinate and support provision for disabled children and those with special educational needs</p> <p>CCLD 422 Co-ordinate work with families</p>
Senior or lead practitioner in integrated settings or other provision for children and	<p>CCLD 405 Co-ordinate provision for babies and children under 3 years in partnership with their families</p> <p>CCLD 412 Evaluate and co-ordinate the environment for children</p>

families	<p>and families</p> <p>CCLD 326 Safeguard children from harm</p> <p>CCLD 422 Co-ordinate work with families</p> <p>CCLD 431 Contribute to the leadership and management of integrated childcare provision</p> <p>CCLD 425 Provide leadership in your area of responsibility</p> <p>CCLD 426 Encourage innovation in your area of responsibility</p> <p>CCLD 427 Allocate and monitor the progress and quality of work in your area of responsibility</p> <p>CCLD 413 Develop and implement operational plans for your area of responsibility</p>
Senior development /support worker	<p>CCLD 407 Support and evaluate the curriculum for children's early learning</p> <p>CCLD 414 Co-ordinate and support provision for disabled children and those with special educational needs</p> <p>CCLD 417 Establish and sustain relationships with providers of services to children and families</p> <p>CCLD 419 Contribute to the enhancement of early education for children</p> <p>CCLD 408 Evaluate, assess and support the physical, intellectual, emotional and social development of children</p> <p>CCLD 409 Evaluate, assess and support children's communication</p> <p>CCLD 410 Evaluate, assess and support children's creativity</p> <p>CCLD 411 Evaluate, assess and support children's mathematical learning, exploration, and problem solving</p>
Community based team leader	<p>CCLD 425 Provide leadership in your area of responsibility</p> <p>CCLD 426 Encourage innovation in your area of responsibility</p> <p>CCLD 427 Allocate and monitor the progress and quality of work in your area of responsibility</p> <p>CCLD 413 Develop and implement operational plans for your area of responsibility</p> <p>CCLD 414 Co-ordinate and support provision for disabled children and those with special educational needs</p> <p>CCLD 423 Manage multi-agency working arrangements</p>

Additional Level 4 units for specialist roles and continuing professional development

- CCLD 415** Co-ordinate special educational needs for early education within a local area
- CCLD 416** Assess quality assurance schemes against agreed criteria
- CCLD 420** Research and develop an area of practice
- CCLD 421** Provide information about children and families' services
- CCLD 429** Provide learning opportunities for colleagues