

NVQ

Edexcel Levels 3 and 4 NVQs in Learning, Development and Support Services for Children and Young People and Those who Care for Them

October 2004

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Guidance to Centres

Edexcel Levels 3 and 4 NVQs in Learning,
Development and Support Services for Children
and Young People and Those who Care for Them

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Publications code N015575

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Section 1: General information about NVQs

Introduction

This section provides an overview of NVQs. If you are already familiar with the concept of NVQs, you may wish to go straight to *Section 2*.

What are NVQs?

National Vocational Qualifications (NVQs) are work-based qualifications that assess the skills and knowledge people need to perform their job role effectively. The qualifications are based on National Occupational Standards, which define what employees, or potential employees, must be able to do and know, how well they must do these things, and the circumstances in which they have to use the skills or carry out the activities.

The standards are usually defined by National Training Organisations (NTOs) or Sector Skills Councils (SSCs), which are made up of representatives from the relevant industrial sector.

The organisation responsible for the standards in Learning, Development and Support Services for Children and Young People and Those who Care for Them NVQ is PAULO. They can be contacted at:

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Each NVQ is designed to fit into a broad qualifications framework, which allows for the comparison of different qualifications in the UK and throughout Europe.

NVQs are open to all. There are no entry requirements, no prescribed methods of delivery, no time constraints for completion and no age limits. Candidates do not have to achieve their NVQ all at once, unit accreditation is available for those wishing to achieve an NVQ unit by unit over a period of time.

On occasions, special assessment arrangements may be needed in order to provide equal opportunities to candidates with special needs. Further information on special assessment arrangements can be found in *Section 5*.

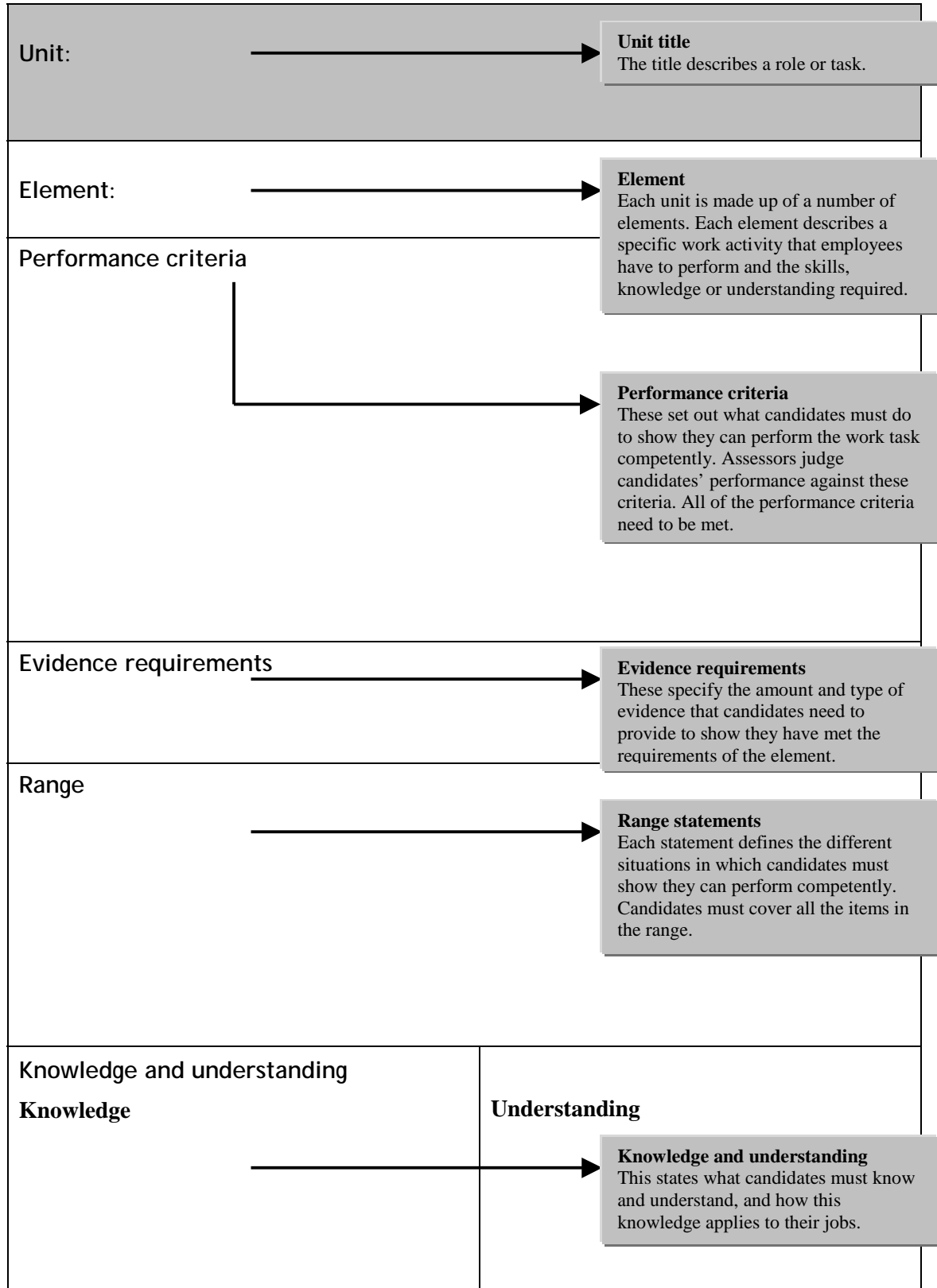
NVQs are available at five levels, which reflect the range of technical and supervisory skills, knowledge, and experience that employees should have as they progress in their industry. An explanation of the levels is provided on the following page.

Explanation of levels

Level	Candidates must show their competence:
Level 1	in a range of activities that are largely routine and predictable.
Level 2	in a broader range of work activities that are less routine and predictable. Their job role will need to have some autonomy and responsibility and may require them to work as part of a team.
Level 3	by applying their knowledge and skills while carrying out a broad range of varied work activities, most of which are complex and non-routine. Their job role will have considerable autonomy or responsibility, and often require them to manage others.
Level 4	through complex work activities which that require technical knowledge. Their job role requires substantial personal autonomy and often requires them to take responsibility for the work of others and for allocating resources.
Level 5	when carrying out activities in a wide range of situations, which are often unpredictable. Substantial responsibility and autonomy is involved in the job role, which requires deciding on the allocation of resources and the work of others. It requires the use of complex skills such as analysis, design and evaluation.

What is the structure of an NVQ?

All NVQs have a common structure. They consist of standards that can be broken down into the following parts.



Who is involved in NVQs?

A number of individuals and organisations are involved in NVQ assessment. Their roles have been designed to guarantee fair, accurate and consistent assessment.

	Who are they?	What is their role?
Centres	<ul style="list-style-type: none"> Organisations that offer NVQs on behalf of Edexcel. They may be a school, college, university, training provider or employer. 	<ul style="list-style-type: none"> Responsible for the quality of the qualification. They must work within Edexcel's policies and guidelines, one of which is to provide a realistic working environment (RWE). Centres appoint assessors and internal verifiers. Once a year, centres must review the operation of the course and candidates' performance (see <i>Review and evaluation</i> in Section 5).
Candidates	<ul style="list-style-type: none"> The people who want to achieve the NVQ, eg an employee. 	<ul style="list-style-type: none"> Need to show they can perform to national standards in order to be awarded an NVQ or unit(s).
Assessors	<ul style="list-style-type: none"> The person who assesses the candidates and decides if they have met the required standard, eg a supervisor. 	<ul style="list-style-type: none"> Judge candidates' evidence of performance, knowledge and understanding against the national standards and decide whether candidates have demonstrated competence.
Internal verifiers	<ul style="list-style-type: none"> Individuals appointed by the centre who ensure that assessors apply the standards consistently, eg supervisor's line manager. 	<ul style="list-style-type: none"> Advise and support assessors and maintain the quality of assessment in a centre. They sample assessments systematically to confirm the quality and consistency of assessment decisions.
External verifiers	<ul style="list-style-type: none"> Individuals appointed by Edexcel to ensure that standards are being applied uniformly and consistently across all centres offering the NVQ. 	<ul style="list-style-type: none"> Check the quality and consistency of assessments, both within and between centres by systematically sampling evidence. Make regular visits to centres to ensure they continue to meet the approval criteria.
Edexcel	<ul style="list-style-type: none"> Your awarding body, approved by the government to offer qualifications and awards. 	<ul style="list-style-type: none"> Issue candidates' certificates so that employers can be sure the qualification has been gained after a rigorous and effective assessment process.

Assessors, internal verifiers and external verifiers should have occupational expertise in the NVQs they are assessing and verifying. The NTO or SSC will normally specify the level of occupational expertise required, within the standards.

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification. This can take the form of the 'A and V units' (the national standards for assessment and verification) or an alternative qualification that the NTO or SSC recognises.

Edexcel expects all assessors, internal verifiers and external verifiers to obtain the appropriate A and V units or the NTO/SSC-recognised qualifications within **18 months** of starting assessing or verifying.

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Section 2: The Levels 3 and 4 NVQs in Learning, Development and Support Services for Children and Young People and Those who Care for Them

Level 3 and Level 4 NVQs in Learning, Development and Support Services for Children and Young People and Those who Care for Them recognise the skills, knowledge and understanding of candidates and allows them to gain a qualification in the workplace that relates to their job area and promotes good working practice.

The standards on which these NVQs are based have been developed by PAULO, ENTO and TOPSS, the national training organisations for this sector.

The NVQ is designed to be assessed in the workplace, or in conditions resembling the workplace.

In a further education or training situation, assessment is often achieved through simulation. Simulation must be carried out in conditions resembling the workplace. These conditions are described as being a 'realistic working environment' (RWE). For guidance on the use of simulation, see page 30 in section 3.

Which NVQs are available and who are they for?

The NVQ in Learning, Development and Support Services for Children and Young People and Those who Care for Them is presently available at Levels 3 and 4.

Candidates for the Level 3 NVQ will normally be just starting their career in this sector, candidates for the Level 4 NVQ will normally have taken the Level 3 qualification or have equivalent experience. It is important that the most appropriate level is selected for each candidate.

What is the structure of the Level 3 NVQ in Learning, Development and Support Services for Children and Young People and Those who Care for Them?

To achieve the whole qualification at Level 3, a candidate must prove competence in **FIVE** mandatory units, **TWO** option pathway units (selecting **ONE** pathway from Education Welfare, Supporting Young People or Learning Mentoring) and **TWO** option units.

Candidates must achieve all of the units marked **M** (Mandatory) in their chosen endorsement. Candidates must then choose **THREE** option units marked **O** (Optional).

Unit Number	Endorsement		
	Education Welfare	Supporting Young People	Learning Mentoring
1	M	M	M
2	M	M	M
3	M	M	M
4	M	M	M
5	M	M	M
6	M	O	O
7	M	M	O
8	O	M	O
9	O	O	M
10	O	O	M
11	O	O	O
12	O	O	O
13	O	O	O
14	O	O	O
15	O	O	O
16	O	O	O
17	O	O	O
18	O	O	O
19	O	O	O
20	O	O	O
21	O	O	O
22	O	O	O
23	O	O	O
24	O	O	O
25	O	O	O
26	O	O	O
27	O	O	O

Mandatory units for the Levels 3 and 4 NVQ in Learning, Development and Support Services for Children and Young People and Those who Care for Them

Unit number	Title	Element	Title
1	Contribute to the protection of children and young people from abuse	1	Identify signs and symptoms of possible abuse
		2	Respond to a child's disclosure of abuse
		3	Inform other professionals about suspected abuse
		4	Promote children's awareness of personal safety and abuse
2	Ensure your own actions reduce risks to health and safety	1	Identify the hazards and evaluate the risks in your workplace
		2	Reduce the risks to health and safety in your workplace
3	Review own contribution to the service	1	Assess own contribution to the work of the service
		2	Develop oneself to achieve work requirements
4	Enable children and young people to find out about and use services and facilities	1	Enable children and young people to find out about services and facilities
		2	Enable children and young people to use services and facilities.
5	Operate within networks	1	Maintain membership of networks
		2	Exchange information within networks

Option pathway units for the Level 3 NVQ in Learning, Development and Support Services for Children and Young People and Those who Care for Them

Candidates must achieve **ALL** units from the selected option pathway.

Option Pathways			
Education Welfare			
Unit number	Title	Element	Title
6	Contribute to improving attendance	1	Contribute to monitoring attendance
		2	Contribute to processes and procedures for improving attendance
7	Implement referral procedures for clients	1	Identify options for referral
		2	Enable clients to take up referral opportunities
Supporting Young People			
Unit number	Title	Element	Title
7	Implement referral procedures for clients	1	Identify options for referral
		2	Enable clients to take up referral opportunities
8	Supply information materials to clients	1	Provide information materials to clients
		2	Maintain information materials for use by clients
Learning Mentoring			
Unit number	Title	Element	Title
9	Facilitate children and young people's learning and development through mentoring	1	Identify the learning and development needs of children and young people
		2	Plan with children and young people how learning and development needs will be addressed through mentoring
		3	Mentor children and young people to achieve identified outcomes
		4	Review the effectiveness of mentoring with children and young people.
10	Support the child or young person's successful transfer and transition in learning and development contexts	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

Option units for the Level 3 NVQ in Learning, Development and Support Services for Children and Young People and Those who Care for Them

Candidates must achieve **TWO** of the units listed.

Unit number	Title	Element	Title
6	Contribute to improving attendance	1	Contribute to monitoring attendance
		2	Contribute to processes and procedures for improving attendance
7	Implement referral procedures for clients	1	Identify options for referral
8	Supply information materials to clients	1	Provide information materials to clients
		2	Maintain information materials for use by clients
9	Facilitate children and young people's learning and development through mentoring	1	Identify the learning and development needs of children and young people
		2	Plan with children and young people how learning and development needs will be addressed through mentoring
		3	Mentor children and young people to achieve identified outcomes
		4	Review the effectiveness of mentoring with children and young people.
10	Support the child or young person's successful transfer and transition in learning and development contexts	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
11	Assist clients to gain access to other services	1	Identify the requirements of clients for other services
		2	Provide clients with information about other services

Unit number	Title	Element	Title
12	Enable children and young people to understand and address their difficulties	1	Enable children and young people to understand their difficulties and identify options for change
		2	Enable children and young people to take positive action to address their difficulties.
13	Make use of supervision	1	Seek appropriate supervision
		2	Make a supervision contract
		3	Bring work to supervision
		4	Review supervision
14	Assess the educational achievements and needs of children and young people	1	Obtain and verify information about children and young people's educational achievements and needs
		2	Develop a comprehensive profile of children and young people's educational achievements and needs.
15	Support young people in tackling problems and taking action	1	Enable young people to tackle problems and plan action to achieve their goals and aspirations.
		2	Enable young people to take action based on their intentions and plans.
		3	Enable young people to reflect on and learn from their actions.
16	Enable young people to use their learning to enhance their future development	1	Reflect with young people on their development and learning.
		2	Help young people to transfer their learning to other parts of their lives.
17	Encourage children and young people to develop and maintain a positive sense of self and identity	1	Enable children and young people to explore and address issues of self and identity
		2	Enable children and young people to address and review factors which impact on their sense of self and identity
18	Interact with clients using telecommunications	1	Establish interactions with clients using telecommunications
		2	Sustain interactions with clients using telecommunications
		3	End interactions with clients using telecommunications

Unit number	Title	Element	Title
19	Review progress and evaluate opportunities with young people	1	Agree criteria and methods for the evaluation of youth work.
		2	Evaluate opportunities and identify successes and improvements
20	Support clients during their activities	1	Prepare clients for activities
		2	Provide feedback to clients on progress
21	Enable families and carers to address issues related to the behaviour of children and young people	1	Negotiate and agree with families and carers how they may help children and young people address their behaviour
		2	Support families and carers as they help children and young people address their behaviour
		3	Enable families and carers to review the effectiveness of addressing children and young people's behaviour.
22	Identify the requirements of clients	1	Obtain information from clients on their requirements
		2	Identify clients' requirements for services
23	Promote and maximise educational opportunities and achievements for individual children and young people	1	Contribute to identifying and promoting appropriate educational provision for the individual
		2	Establish and support educational provision
		3	Contribute to reviewing the effectiveness of educational provision
24	Create a climate that promotes learning	1	Develop a good relationship with learners
		2	Support learners
		3	Promote anti-discriminatory practice
25	Promote people's equality, diversity and rights	1	Promote people's rights and responsibilities
		2	Promote equality and diversity of people
		3	Promote people's right to the confidentiality of information.
26	Ensure personal safety and security	1	Identify issues of personal safety and security
		2	Take appropriate action to maintain personal safety and security

Unit number	Title	Element	Title
27	Enable others to develop and apply their knowledge and skills about the health and well-being of children and young people.	1	Enable others to develop their knowledge and skills about health and wellbeing
		2	Enable others to improve the health and wellbeing of children and young people.

What is the structure of the Level 4 NVQ in Learning, Development and Support Services for Children and Young People and Those who Care for Them?

To achieve the whole qualification at Level 4, a candidate must prove competence in **SIX** mandatory units, **TWO** option pathway units (selecting **ONE** pathway from Education Welfare, Supporting Young People or Learning Mentoring) and **THREE** option units.

Candidates must achieve **ALL** of the M (Mandatory) units in their chosen endorsement.

Candidates must then choose **THREE** O (Option) units.

Unit number	Endorsed title		
	Education Welfare	Supporting Young People	Learning Mentoring
28	M	M	M
26	M	M	M
29	M	M	M
30	M	M	M
31	M	M	M
23	M	M	M
32	M	O	O
33	M	O	O
34	O	M	O
35	O	M	O
36	O	O	M
37	O	O	M
7	O	O	O
13	O	O	O
21	O	O	O
24	O	O	O
25	O	O	O
27	O	O	O
38	O	O	O
39	O	O	O
40	O	O	O
41	O	O	O
42	O	O	O
43	O	O	O
44	O	O	O
45	O	O	O
46	O	O	O
47	O	O	O
48	O	O	O
49	O	O	O
50	O	O	O
51	O	O	O
52	O	O	O
53	O	O	O
54	O	O	O
55	O	O	O
56	O	O	O
57	O	O	O
58	O	O	O
59	O	O	O
60	O	O	O
61	O	O	O

Mandatory units for the Level 4 NVQ in Learning, Development and Support Services for Children and Young People and Those who Care for Them

Candidates must achieve **ALL** of the units listed below.

Unit number	Title	Element	Title
28	Evaluate risk of abuse, failure to protect and harm to self and others	1	Identify the risk of abuse, failure to protect and harm to self and others
		2	Assess the need for intervention
26	Ensure personal safety and security	1	Identify issues of personal safety and security
		2	Take appropriate action to maintain personal safety and security
29	Evaluate and develop own contribution to the service	1	Evaluate own practice
		2	Ensure continuing self-development
		3	Operate within an agreed ethical code of practice
30	Develop interactions with clients	1	Enable clients to explore their issues
		2	Sustain interactions with clients
		3	Bring interactions to an end
31	Develop and sustain arrangements for joint working between workers and agencies	1	Evaluate the potential for joint working with other workers and agencies
		2	Establish and sustain working relationships with other workers and agencies
		3	Contribute to joint working with other workers and agencies
23	Promote and maximise educational opportunities and achievements for individual children and young people	1	Contribute to identifying and promoting appropriate educational provision for the individual
		2	Establish and support educational provision
		3	Contribute to reviewing the effectiveness of educational provision

Option pathway units for the Levels 3 and 4 NVQs in Learning, Development and Support Services for Children and Young People and Those who Care for Them

Candidates must achieve both units from the selected option pathway.

Option pathways			
Education Welfare			
Unit number	Title	Element	Title
32	Initiate legal action and enforcement against families and carers in relation to attendance	1	Identify appropriate legal action in relation to non-attendance and educational access
		2	Contribute to the preparation of legal proceedings
		3	Supervise Orders
		4	Evaluate the effectiveness of legal interventions
33	Work with others to develop and implement strategies to improve attendance	1	Assist Learning Providers to develop attendance strategies and practice
		2	Contribute to attendance monitoring and analysis
		3	Work with others to improve attendance
Supporting Young People			
Unit number	Title	Element	Title
34	Assist clients to decide on a course of action	1	Assist clients to clarify their requirements
		2	Identify a range of options for achieving the requirements of clients
		3	Enable clients to select a course of action
35	Assist clients to plan the implementation of a course of action	1	Identify methods to implement a course of action
		2	Develop an action plan
Learning Mentoring			
Unit number	Title	Element	Title
36	Manage personal case load	1	Record and maintain case notes
		2	Review personal case load
		3	Establish priorities for dealing with personal case load
37	Challenge systems and processes that are failing	1	Identify failures in policies and practices
		2	Challenge failing policies and practices
		3	Respond to perceived failures in policies and practices

Option units for the Level 4 NVQ in Learning, Development and Support Services for Children and Young People and Those who Care for Them

Candidates must achieve **THREE** of the units listed below.

Unit number	Title	Element	Title
7	Implement referral procedures for clients	1	Identify options for referral
		2	Enable clients to take up referral opportunities
13	Make use of supervision	1	Seek appropriate supervision
		2	Make a supervision contract
		3	Bring work to supervision
		4	Review supervision
21	Enable families and carers to address issues related to the behaviour of children and young people	1	Negotiate and agree with families and carers how they may help children and young people address their behaviour
		2	Support families and carers as they help children and young people address their behaviour
		3	Enable families and carers to review the effectiveness of addressing children and young people's behaviour
24	Create a climate that promotes learning	1	Develop a good relationship with learners
		2	Support learners
		3	Promote anti-discriminatory practice
25	Promote people's equality, diversity and rights	1	Promote people's rights and responsibilities
		2	Promote equality and diversity of people
		3	Promote people's right to the confidentiality of information.
27	Enable others to develop and apply their knowledge and skills about the health and well-being of children and young people.	1	Enable others to develop their knowledge and skills about health and wellbeing
		2	Enable others to improve the health and wellbeing of children and young people

Unit number	Title	Element	Title
32	Initiate legal action and enforcement against families and carers in relation to attendance	1	Identify appropriate legal action in relation to non-attendance and educational access
		2	Contribute to the preparation of legal proceedings
		3	Supervise Orders
		4	Evaluate the effectiveness of legal interventions
33	Work with others to develop and implement strategies to improve attendance	1	Assist learning providers to develop attendance strategies and practice
		2	Contribute to attendance monitoring and analysis
		3	Work with others to improve attendance
34	Assist clients to decide on a course of action	1	Assist clients to clarify their requirements
		2	Identify a range of options for achieving the requirements of clients
		3	Enable clients to select a course of action
35	Assist clients to plan the implementation of a course of action	1	Identify methods to implement a course of action
		2	Develop an action plan
36	Manage personal case load	1	Record and maintain case notes
		2	Review personal case load
		3	Establish priorities for dealing with personal case load
37	Challenge systems and processes that are failing	1	Identify failures in policies and practices
		2	Challenge failing policies and practices
		3	Respond to perceived failures in policies and practices
38	Develop procedures to ensure the personal safety and security of staff	1	Assess the risks to the personal safety and security of all staff
		2	Develop and implement procedures for ensuring the personal safety and security of all staff
39	Involve children and young people in the management and delivery of service provision	1	Identify opportunities and processes for active involvement of children and young people in the service
		2	Support children and young people in their contribution to service management and delivery
		3	Monitor and evaluate the effectiveness of the service in involving children and young people

Unit number	Title	Element	Title
40	Develop and sustain effective working relationships with staff in other agencies	1	Develop effective working relationships with staff in other agencies.
		2	Sustain effective working relationships with staff in other agencies.
41	Contribute to the development and effectiveness of work teams	1	Contribute to effective team practice
		2	Contribute to the development of others in the work team
		3	Develop oneself in own work role
42	Advocate on behalf of young people	1	Identify situations where advocacy is needed
		2	Represent the views and interests of young people to others
43	Assist job seekers to consider and take up suitable employment offers	1	Describes the competence of preparing and circulating details of job vacancies in terms of obtaining detailed and accurate descriptions of the vacancy, selecting appropriate advertising medium and preparing and circulating detailed advertisements
		2	Describes the competence required to identify appropriate job vacancies, present details of the vacancies to the job seeker in a way which will encourage interest and advise the job seeker of initial employer reaction and the appropriate next steps
		3	Describe the competence of matching job seeker to appropriate job vacancy and facilitate contact with employer in terms of identifying suitable job seeker for vacancy, checking job seeker availability and interest, informing employer of potential candidates, arranging interviews and obtaining feedback of interview result
44	Issue and monitor work permits and child performance licences	1	Provide information and advice to others on the employment of children and young people
		2	Issue and supervise work permits for part-time employment
		3	Issue and supervise licences for public performances and entertainment by children and young people

Unit number	Title	Element	Title
45	Manage the exclusion and reintegration of children and young people	1	Plan future learning provision for individual children and young people who have been excluded
		2	Contribute to the implementation of plans for future learning provision for individual children and young people who have been excluded
		3	Support excluded children and young people
		4	Contribute to the monitoring of progress during exclusion or alternative provision
		5	Plan the re-integration process
		6	Support children and young people during re-integration
46	Represent the agency in courts and formal hearings	1	Exchange information at courts and formal hearings
		2	Present reports at courts and formal hearings
47	Negotiate and maintain service agreements	1	Negotiate service provision with other parties
		2	Monitor and evaluate service agreements with other parties
48	Promote the interests of children and young people in the community	1	Promote the rights of children and young people
		2	Help children and young people to represent their own interests and rights.
49	Provide support for other practitioners	1	Agree to support practitioners
		2	Promote the effective practice of practitioners
		3	Deliver support sessions to practitioners
50	Integrate and support learning mentor provision within educational institutions	1	Support learning providers to integrate learning mentor provision
		2	Co-ordinate and support learning mentors
		3	Review the performance of learning mentors
51	Develop and support learning mentor networks	1	Develop and co-ordinate learning mentor provision
		2	Review the effectiveness of learning mentor provision

Unit number	Title	Element	Title
52	Enable young people to access and use information and make decisions	1	Identify, collect, analyse, store and make information available
		2	Enable young people to acquire and use information, make sense of situations, generate options and make decisions
53	Enable young people to access and use information and make decisions	1	Create a climate conducive to group learning
		2	Facilitate the work of young people in groups
		3	Enable young people to deal with negative feelings constructively
54	Enable group learning	1	Manage group dynamics
		2	Enable the group to learn together
55	Establish, sustain and disengage from relationships with the families and carers of children and young people	1	Establish effective working relationships with the families and carers of children and young people
		2	Maintain working relationships with the families and carers of children and young people
		3	Disengage from relationships with the families and carers of children and young people
56	Influence learning opportunities in relation to personal and social development	1	Influence the provision of learning opportunities
		2	Enhance opportunities for delivering learning provision
		3	Contribute to learning and personal development support activities
57	Interact with individuals, families, carers, groups, communities and others to achieve change and address problems and conflict	1	Develop and maintain relationships with individuals, families, carers, groups, communities and others
		2	Work with individuals, families, carers, groups, communities and others to avoid crisis situations and address problems and conflict
		3	Apply and justify social work methods and models used to achieve change and development, and to improve life opportunities
		4	Regularly monitor, review and evaluate changes in needs and circumstances
		5	Reduce contact and withdraw from relationships appropriately

Unit number	Title	Element	Title
58	Work with groups to promote individual growth, development and independence	1	Identify opportunities to form and support groups
		2	Use group programmes, processes and dynamics to promote individual growth, development and independence, and to foster interpersonal skills
		3	Help groups to achieve planned outcomes for their members and to evaluate the appropriateness of their work
		4	Disengage from groups appropriately
59	Advocate with, and on behalf of, individuals, families, carers, groups and communities	1	Assess whether you should act as the advocate for the individual, family, carer, group and community
		2	Assist individuals, families, carers, groups and communities to access independent advocacy
		3	Advocate for, and with, individuals, families, carers, groups and communities
60	Assist clients to review their achievement of a course of action	1	Review progress and achievements with clients
		2	Revise action plans with clients
61	Negotiate on behalf of clients	1	Exchange offers for clients
		2	Establish an agreement for clients

Section 3: Assessment

Introduction

This section offers practical advice on all aspects of assessment, from planning assessment opportunities to recording evidence. The guidance should help you to ensure that your assessment is effective, rigorous and appropriate. The section outlines an approach to assessment based on good practice. You may develop your own approach if you wish.

This guidance is written primarily for assessors, but it may also be helpful to candidates.

What is assessment?

Assessment is the key to achieving NVQs. As an assessor, your role is vital in helping your candidates to achieve their award and in ensuring that the requirements of the occupational standards are met. You will need to be clear about what is meant by assessment and what you are assessing.

In deciding whether a candidate should be awarded an NVQ, you will need to go through the following stages:

- becoming familiar with the standards
- planning for assessment
- collecting evidence of the candidate's performance
- judging the candidate's evidence against the NVQ standards and making an assessment decision
- recording the assessment decision.

Roles in assessment

Before beginning the assessment process, both you and the candidate should be clear about your roles.

Assessor's role

The assessor must:

- ensure that candidates understand what is expected of them, what is to be assessed and how it is to be assessed
- ensure that the conditions and materials required for assessment are available
- observe and record candidates carrying out the activities described in the standards — records should say what has been observed, how it was carried out, and what it demonstrated
- know who will act as an internal verifier
- question candidates and record results
- help candidates to gather and provide evidence
- judge evidence
- authenticate the evidence candidates provide
- record achievement
- identify gaps or shortfalls in candidates' competence
- provide feedback to candidates.

Candidate's role

The candidate must:

- prepare for assessment by familiarising themselves with the standards, what is to be assessed and how it will be assessed
- carry out activities and/or answer questions
- gather and present evidence for assessment
- receive and act on feedback from the assessor.

Approaches to assessment

Candidates may approach assessment for NVQs through a variety of routes. Two of the main ways are through work (paid or voluntary) or through a training programme.

Work (paid or voluntary) — when a candidate approaches assessment through work it will probably be your job to help them plan the sequence of assessment, give feedback on how they are performing and arrange for them to acquire any competence that is missing.

Training programmes — in these cases a series of educational or training events, linked to assessment opportunities, will already have been planned. It will be your job to monitor how the candidate is performing, assess their evidence and provide feedback on their progress.

Timing

A candidate may begin their NVQ at any time provided the necessary preparations and plans have been made.

There is no limit on the time a candidate may take to gain the whole qualification or individual unit(s). Some candidates will take longer than others, depending on their understanding of the award, their work setting and personal circumstances. An assessor should therefore organise and arrange assessment appropriate to each candidate, although there must be an agreed target date for completion.

However, it is important that the evidence submitted demonstrates current competence of the task being assessed, particularly if the evidence is from the past.

The five steps to assessment

If you follow the five steps identified, you should be able to ensure that your candidates move efficiently and effectively towards achievement of their NVQ.

Step 1: Plan and organise assessment

You should make sure that candidates receive guidance before starting an NVQ. They need advice to ensure that their existing job remit, skills, experience and plans for progression are matched to the NVQ selected. It does not have to be you, as the assessor, who carries out the matching exercise. In fact, this part of the process is often carried out during induction, but whoever has responsibility for it should ensure that the assessment opportunities available to the candidate are also considered.

You will need to work out how much time you and your candidate are able to devote to the NVQ. This is likely to be limited by the demands of a busy workplace, or by timetabling. If possible, try to agree sessions in advance and stick to them and remember that you need to allow for review and evaluation sessions in addition to assessments. Once this is agreed you can begin planning.

There are two levels of planning:

- the overall plan when you and your candidate look at the whole qualification and set targets for achievement
- individual plans for assessment.

Overall assessment planning

It is good practice for you to agree an overall assessment plan with your candidate. An overall assessment plan should include:

- the overall programme for assessment, identifying how and when each part of the NVQ will be assessed
- target dates for completing each unit. There are no time limits on the amount of time a candidate can take to complete a unit or an NVQ, but target dates will motivate candidates and help you to monitor progress
- how you are going to give feedback
- what happens if there is a disagreement between the candidate and yourself.

Producing an overall assessment plan is the ideal time for you and your candidate to identify opportunities for **integrating assessment**. This is when a piece of evidence generated from one activity is used to prove competence across different elements, performance criteria and/or units. To reduce the assessment burden on you and your candidate you will need to maximise the opportunities for integration.

Through producing the overall plan you may also identify job activities the candidate currently performs that match the standards and can plan to assess them immediately. You may also identify evidence from past achievement that can be used (see 'Accreditation of prior learning' on page 31). If the candidate is providing evidence from the workplace, their job role may mean they are not able to cover all the standards during the normal course of their work. You may need to create new opportunities, such as arranging for your candidate to move to a different department so that different activities can be performed or different skills used. The candidate might also need to attend a college or training course to fill in any gaps.

You may need to reassure your candidate at this stage. Many feel overwhelmed by the apparent amount of evidence they will have to produce, but they will need to realise that with effective planning the process can be made much easier and they will be more likely to succeed.

Individual assessment planning

You and your candidate will need to plan each individual assessment carefully. You will need to decide the methods you will use to carry out the assessment, where and when the assessment will take place and who will be present. You should agree a unit assessment plan that specifies the tasks to be carried out, the time they will take and the parts of the standards that will be covered. (See page 39 for an example of a *Unit assessment plan*.)

Although you need to plan carefully what you are expecting to assess, always be prepared to allow candidates to provide additional evidence if the opportunity arises.

There are two levels to the planning stage:

- the overall plan when you and your candidate look at the whole qualification and set targets for achievement
- individual plans for assessment.

There is no limit to the time it takes for a candidate to complete a unit or NVQ, However, you and your candidate should still set target dates for completing each unit. In reaching agreement, take into account the candidate's job or training programme and clearly mark out the points of decision for each element and unit.

Step 2: Decide on the assessment methods

The methods of assessment you use should be valid, reliable and practicable.

- By **'valid'** we mean that the assessment should be appropriate to the standards.
- By **'reliable'** we mean that the assessment method should ensure consistent results when used with different candidates, different assessors and on different occasions.
- By **'practicable'** we mean that the method should ensure the assessment takes account of available resources, equipment and time.

As an assessor, it is your responsibility to familiarise yourself with the standards you will be assessing. In doing so, you will be able to identify what skills need to be demonstrated and the types of evidence that a candidate needs to generate in order to complete all units of the NVQ.

Once you are familiar with the performance criteria, range and evidence requirements in all the units of the NVQ you will find it easier to decide what is acceptable evidence and how it should be produced by the candidate.

You and your candidate must agree the methods of evidence collection that are most appropriate to the candidate's work setting and patterns. Evidence must be precisely and directly relevant to the particular standards for which a candidate seeks credit; it cannot be just a general indication of acceptable practice.

Assessment methods

All methods of assessment fall under one of three categories: **observation, product evaluation and questioning.**

Observation

Observing performance will be the most common method used in assessing the NVQ. Observation can be organised in a variety of ways:

- continuously working alongside the candidate
- arranging to work alongside the candidate at specific times
- planning to visit when particularly relevant activities are scheduled
- arranging for particular activities to take place.

The candidate will be able to supplement direct observation of performance with other types of evidence, eg personal statements or witness testimonies. It is also possible to use tape recordings or other technologies to record performance, should your presence as an assessor not be possible.

Observation by an assessor is considered to be the most valid and reliable method of assessment and there will be many naturally arising opportunities for you to use this technique.

You should complete an observation record to show the internal and external verifier how you reached a decision on the candidate's competence. You can find a completed observation record in *section 4* and we suggest you use the example as an indication of what information we need. For example, details of the activity, date observed, and how the observation relates to the standards.

Product evaluation

This involves judging products candidates produced during the course of their work. Product evidence will be used a great deal. The exact nature of this evidence will depend on what the candidate's job entails. Examples of product evidence include letters, memos, lists and reports.

Questioning

Candidates have to prove that they have the required knowledge and understanding for each unit. They will often demonstrate it through the production of evidence, though in some cases this will not be possible.

Questioning is the ideal way of proving whether or not the candidate has the necessary knowledge and understanding. Questions can be given in many forms such as short-answer questions, projects, multiple-choice tests, case studies, or assignments.

There may be more emphasis on questioning to prove knowledge in areas where evidence is generated through practical working activities, and where there may be no product evidence. If you are a visiting assessor, you might use questioning to prove the candidate's competence and the authenticity of the evidence.

Questioning is a powerful means of checking the knowledge and understanding that lies behind performance. It is also a useful tool for exploring why a candidate acted in a certain way, or to identify what they would have done if circumstances had been different.

Questions, whether oral or written, should not require candidates to apply their knowledge and understanding in ways that are either more complex or more simplistic than is necessary to achieve the standards.

Supporting evidence

On most occasions the candidate will be able to support your observations with other types of evidence, such as testimony, work products, assignments and projects.

Testimony — personal and witness

It is inevitable that you will not be able to observe everything your candidate does. On such occasions, statements from other people (testimonies) who have seen your candidate working can be useful sources of evidence for the NVQ as they can describe each activity in detail. Generally, testimonies are used to support other evidence produced. You should bear in mind that the strength of evidence will vary, depending on the knowledge and expertise of the person providing the testimony and you will have to take several factors into account when you make a judgement. It may help if you think of a line from strongest to weakest.

Strongest	Stronger	Weaker	Weakest
Professional worker in senior position in same type of work with knowledge of the standards.	Professional worker in senior position but with no knowledge of the standards.	Colleague with equal experience but no knowledge of the standards.	Person with experience of the workplace or knowledge of the standards.

Work products

A number of items could be produced by candidates as evidence, for example: copies of records or reports that the candidate has compiled, letters and memos, minutes of meetings, leaflets or booklets that provide information to clients, photographs, audio or videotape recordings of work which the candidate has carried out. Work products will normally be located in the candidate's portfolio and they should be cross-referenced to the performance criteria/elements to which they apply.

Work products **must** be wholly or partially the result of work undertaken by the candidate. To ensure authenticity, the products should be countersigned by a person in a position of responsibility who is able to vouch that the products are the unaided work of the candidate.

Assignments and projects

Assignments and projects are also useful ways to collect evidence. However, you should ensure you are not asking for a competence that is not required by the standards. For example, it may not be necessary for the candidate to be able to write or design a project report in order to satisfy the competence requirements.

Assignments and projects might be a particularly useful way for a candidate to track the course of their work over a period of time and this could be structured to serve the purposes of specific elements of competence. This method of collecting evidence is particularly appropriate for units that link a series of activities such as planning, implementation and evaluation.

However, care must be exercised when judging whether competence in actual practice or knowledge specifications has been demonstrated.

Using simulation

Throughout the NVQ, the emphasis is on the candidate being able to carry out real work activities so assessment will normally be carried out in the workplace itself.

On some occasions though, it might not be appropriate for you to assess a candidate while they are working. Examples might be: where the NVQ requires candidates to carry out emergency or contingency procedures, for safety or confidentiality reasons and/or where a candidate's job role does not cover all aspects of the qualification.

In such instances, and if the candidate has no other means of generating evidence, **simulation** might be appropriate.

Simulation is any structured exercise involving a specific task that reproduces real-life situations. If simulation is used, particular care must be taken to ensure that:

- the conditions in which you are assessing the candidate mirror the work environment, ie it is a realistic working environment
- the simulation allows candidates to demonstrate competence across the full range specified in the outcomes
- the evidence generated is sufficient to convince you that the candidate has achieved the required standard of competence and that they are capable of sustaining that performance.

You and your candidate should check the standards carefully to find out the national training organisation's view of what constitutes a realistic working environment. Some NTOs stipulate the specific elements which are suitable for this approach.

Accreditation of prior learning (APL) (evidence from past achievement)

In assessing candidates for an NVQ, evidence relating to past performance can be used as well as that relating to current performance.

In recent years, the concept of APL has developed as a way of ensuring that the past experiences and learning of mature people is recognised and validated. Nevertheless, it must be remembered that NVQs are awarded on the basis of assessment of performance against standards.

The competence basis of NVQs means that evidence must always relate to performance, not just knowledge. The evidence of such performance must always be valid and relevant to specific standards.

Step 3: Judge the evidence

The following criteria must be used when evaluating if a piece of work can be put forward as evidence, including supporting evidence.

- **Relevance:** the degree of ‘match’ between the item of evidence and the required competence, range statement and underpinning knowledge for a unit. If the evidence does not match, it is not relevant.
- **Validity:** the evidence must relate to a specific part of the NVQ standards.
- **Authenticity:** the evidence must be the work of your candidate as an individual and not someone else or a group of people. You may require confirmation of this from the candidate’s professional colleagues.
- **Currency:** the evidence must show the present ability of the candidate to perform to the national standards. The assessor should judge the acceptability of evidence from the past by the length of time that has elapsed since the performance described took place. Such judgements should take into account the ‘perishability’ of the skill involved, as well as ‘watershed’ or ‘landmark’ occurrences in the sector, such as changes in the law, philosophy of practice. (If the competence is demonstrated in a skill test or simulation, then it becomes evidence of current competence rather than evidence from the past.)
- **Quantity:** the evidence must cover all the performance and knowledge requirements laid down in the standards.
- **Variety:** there must be evidence of performance in differing contexts or situations.
- **Sufficiency:** performance to the required standard must be consistent, ie it should be achieved on more than one occasion.

You have to be certain that the candidate has demonstrated competence. Even though all the performance criteria have to be met, you should concentrate on the elements and units when making judgements about sufficiency as they describe what is required. It is not necessary to observe each performance criterion several times but it is necessary to record all evidence that has been taken into account so that it can be identified by internal and external verifiers if necessary. Evidence will have different values — some will leave you in no doubt about competence, while in other cases, you may need to ask for further evidence before you are confident about consistency of performance.

In short, you must be satisfied that your candidate can consistently work to the required standard and that evidence is not simply an isolated event that is unlikely to be repeated.

The standards also specify that candidates prove they have **knowledge evidence** (what the candidate needs to know about). Candidates' knowledge might be determined either by questioning them on the subject matter, or through validated evidence from recognised educational and training courses. It can also be revealed in performance evidence generated by your observations of the candidate.

You should feel confident that candidates have a broad and firm enough understanding to be able to sustain competence demonstrated through performance evidence.

Candidates will need to be clear about the knowledge requirements for each unit. You should encourage your candidates to read and study each unit as a whole so that they become familiar with the standards expressed in the elements, performance criteria, range statements, performance and knowledge evidence requirements.

Candidates should also be able to cross-reference their evidence, providing examples and definitions where necessary.

Some candidates may need considerable support and guidance to interpret the standards, especially in the early stages of preparing for assessment. Once they become familiar with the format of the standards, candidates should find it much easier to progress through their qualification.

The judgement of whether or not your candidate understands and applies the knowledge evidence is linked to your judgement of their performance.

Step 4: Record

For each unit, you should ensure that there is a verifiable record of:

- the assessment activities carried out, showing the methods used and evidence produced
- the date and people involved in the assessment
- your judgement of the candidate's competence
- the location of each piece of evidence within the candidate's portfolio.

The record sheets provided in the candidate's log book will allow all of this information to be recorded and we recommend their use. However, your centre may use its own recording documentation. This is acceptable as long as it contains all the required information and is passed by your external verifier as fit for purpose.

Insufficient evidence

Where insufficient evidence has been presented or the candidate has not met the performance criteria at the end of the targeted assessment period, you should indicate that the candidate is not yet competent. Feedback to the candidate must provide the reason why the decision has been made and this should be recorded.

Step 5: Provide feedback

Your candidate will need to be clear about your judgements and the reasons for them. Time should be set aside for feedback that conforms to the following general principles:

- feedback should relate the evidence provided to the national standards
- you should agree what form the feedback will take — written notes are always useful as a record but candidates should be given time to reflect on your comments:
- you should ensure that your comments have been understood and listen to the candidate's view
- finally you should agree what happens as a result of the feedback — its purpose is to help candidates make the necessary adjustments, whether this means supplying more evidence, trying again or taking steps to develop the competence that is missing.

Disagreement

Your centre will have an appeals procedure to be used by candidates if they disagree with an assessment decision you have made. Make sure you are familiar with the procedure and that candidates know how to use it.

The appeals procedure should make it clear how complaints will be dealt with and what the outcomes might be.

As an assessor, you should make sure that you have a route through which you can express your concerns and reservations, whether these are about working with a particular candidate or an aspect of the standards and assessment method.

Section 4: How should evidence be presented?

The candidate's evidence is normally kept in a file, often called a portfolio. We produce a document called *Candidate guidance and log book*, which provides all the forms candidates need to record their progress and to help them index their evidence.

This section explains how and when to use the recording forms in the log book and provides worked examples.

Example 1: Index of evidence

The index of evidence should be placed at the front of a candidate's portfolio. As candidates produce pieces of evidence, they should give each piece a unique number. They should then complete the index of evidence so the evidence can be located easily. Every piece of evidence should be numbered and referenced on the index, including evidence that is not located in the portfolio, such as material that could be judged to be in confidence.

The final column of the sheet should be completed by the internal verifier if they sample the evidence.

Example 2: Unit assessment plan

Before candidates begin to collect any evidence it will be helpful for them to compile, with your help, an assessment plan. The plan will define the tasks to be carried out, how long the tasks will take and the evidence that will be generated. The tasks could be 'normal working activities' and part of the candidate's day-to-day job role, or 'activities needing to be performed', which means opportunities to carry out the tasks need to be generated.

Producing an assessment plan will help to identify suitable opportunities for integrating assessment of different units.

Example 3: Unit progress record

This form enables you and your candidate to see at a glance what stage the candidate is at in this qualification.

Each time your candidate achieves a unit of their NVQ, you should put your signature and the date next to the relevant unit title. Before signing next to a unit title, you will need to make sure that the candidate has completed the recording documents correctly and that their evidence can be easily located.

Example 4: Element achievement record

This lists the performance criteria and range in an element that your candidate needs to prove competence for. Each time your candidate meets the requirements of an outcome, you should write the date in the relevant box. The standards will stipulate how many times the candidate needs to perform individual activities.

On completion of each element, you should give your candidate feedback about their performance, informing them if they have been successful in achieving the required level of competence for individual outcomes. There is space on the back of the form for you to make comments and/or notes from the feedback session. Make sure that your candidate is clear about your assessment decision and fully understands what you are saying. You should both then sign and date the form before filing it into the relevant section of the candidate's portfolio.

Example 5: Knowledge evidence record

This lists all the knowledge and understanding requirements a candidate needs to demonstrate for a unit.

While working through individual elements, the candidate should tick the appropriate boxes on the form to show which type(s) of evidence they have collected to prove they have the required level of knowledge and understanding.

Once you are satisfied that your candidate has achieved the knowledge and understanding requirements for the whole unit, you should, as with the element achievement record, note your comments from the feedback session on the form. You and your candidate should then sign and date the form before filing it in the portfolio.

Remember that on completion of the unit you should complete the candidate's unit progress record.

Example 6: Personal statement

A candidate uses a personal statement to record their experience of something, such as how they handled a specific situation. They should describe what they did, how they did it and why they did it. They can refer to other people who were present. This might provide the candidate with a 'witness testimony' (see *Example 8*), which should be noted in the 'Links to other evidence' column on the statement form.

The candidate might also use the personal statement to put a piece of evidence in context for you so you can help them decide if it is relevant to their NVQ. For example, the candidate may refer to paperwork that is used in the organisation to pass information to a colleague. It may not be clear to you why they are communicating in this way and a brief explanation from the candidate of its relevance may be required.

Example 7: Observation record

You should use this form to record your observations of the candidate as they work. The form allows you to:

- describe the skills you have seen the candidate use
- describe the activities you have seen the candidate perform
- specify the parts of the units that are covered by the observation
- provide details of the knowledge and understanding apparent from the candidate's performance
- list the other units/elements to which the evidence may contribute (integration of assessment).

There is space on the form for you to note your comments or feedback to the candidate. Once completed, the form should be referenced as evidence and included in the candidate's portfolio.

Example 8: Witness testimony

There may be occasions when you are not able to observe the candidate carrying out certain aspects of their job. In such instances, it may be appropriate for another person to comment on the candidate's performance by completing a statement called a 'witness testimony'.

Witness testimony should only be used to support other forms of evidence such as a product. It should:

- be provided by a person who is not related to the candidate and is in a position to make a valid comment about their performance, eg a supervisor, line manager, a client or customer
- contain comments that specifically relate the candidate's performance to the NVQ standards
- be authenticated by the inclusion of the witness's signature, role, address, telephone number and the date.

Example 9: Record of questions and candidate's answers

This form is used to record any questions you ask the candidate to establish they have the underpinning knowledge and evidence required by a unit. The candidate's answers should also be noted. Both you and the candidate should sign and date the form.

Example 2: Unit assessment plan

Unit:				
Candidate:		Assessor:		
Normal working activities performed				
	Typical evidence	Work area	Expected completion date	Links to other units/elements
Element:				
Element:				
Element:				
Activities needing to be performed				
Element:				
Element:				
Element:				
Additional comments				
Assessor's signature:			Date:	
Candidate's signature:			Date:	

Example 4: Element achievement record

Unit title:				
Element				
<i>(Assessor to insert date each time competence is demonstrated)</i>				
Performance criteria:				
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Evidence requirements:				
<i>(Use the boxes to record range with reference to element requirements)</i>				
Range:				
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

continued overleaf...

Feedback/comments:

Assessor's signature:

Date:

Candidate's signature:

Date:

Example 5: Knowledge evidence record

Unit:

You must show that you know and understand the knowledge and understanding for this unit. Your performance evidence may help to show this, but it is likely that you will need additional evidence (eg your answers to questioning).

Column key:	EI = Evidence Index No.	O = Observation	P = Personal Statement
	WT = Witness testimony	S = Simulation	APL = Accreditation of Prior Learning
	Q & A = Questions and answers		

Knowledge and understanding for this unit	Type of evidence						
	EI	O	P	W T	S	APL	Q & A Date

Feedback/comments

The candidate has satisfied the assessor and internal verifier that the performance evidence and criteria, the range, and knowledge and understanding requirements have been achieved.

Candidate's signature:

Date:

Assessor's signature:

Date:

Internal verifier's signature:

Date:

Example 6: Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (<i>enter numbers</i>)	Units, elements, PCs, and range covered

Candidate's signature:

Date:

Example 7: Observation record

Unit/element(s):

Candidate:

Date of observation:

Evidence index number:

Skills/activities observed:	PCs and range covered:

Knowledge and understanding apparent from this observation:

Other units/elements to which this evidence may contribute:

Assessor comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature:

Date:

Candidate's signature:

Date:

Example 8: Witness testimony

NVQ title and level:	Learning, Development and Support Services for Children and Young People and Those who Care for Them – Levels 3 and 4
Candidate name:	
Evidence index no:	
Where applicable, evidence no to which this testimony relates:	
Element(s):	Range:
Date of evidence:	
Witness name:	
Relationship to candidate:	
Details of testimony:	
I can confirm the candidate's evidence is authentic and accurate.	
Witness signature:	
Name:	
Date:	

Please tick (✓) the appropriate box.

A and V Awards

Familiar with the NVQ standards to which the candidate is working

Example 9: Record of questions and candidate's answers

Unit:	Element(s):
Evidence index number:	
Circumstances of assessment:	
List of questions and candidate's responses:	
Q:	
A:	
Q:	
A:	
Assessor's signature:	Date:
Candidate's signature:	Date:

Section 5: Assessment strategy

1 The Value Base

The sectors involved in the development of the National Occupational Standards and qualifications framework for Learning, Development and Support Services for Children, Young People and Those who Care for Them have also agreed a statement of the values that must inform and underpin all practice in this area. Assessors must be familiar with the Value Base that is an integral part of the National Occupational Standards and should ensure that practitioners working in these occupational areas conform to best practice as specified in the Value Base.

2 Workplace assessment

Assessment of the candidate's performance will take place primarily in the workplace and evidence will be drawn from real work activities performed under normal working conditions. This will apply in all cases except where the use of simulation will be permitted as defined in the next section of this assessment strategy.

Given the nature of the work with children, young people and their families there will be the need to make use of **expert witnesses** as one of the primary sources of performance evidence in the workplace. Expert Witnesses can be drawn from a wide range of people who can attest to performance in the workplace, including line managers and experienced colleagues from inside an organisation or from other agencies.

For such evidence to be valid it will be necessary for the expert witness to demonstrate:

- a working knowledge of the National Occupational Standards they are attesting to on behalf of the candidate
- current or recent past experience of having either performed the relevant competences in the National Occupational Standards or having acted as line manager for those who are required to demonstrate them. Current or recent experience is defined as having performed the activities or having been line manager for them within the last three years
- demonstration of their occupational competence through clear evidence of appropriate continuous professional development.

It would be desirable if the expert witness possessed an appropriate unit of competence in the assessment of workplace performance (such as the Learning and Development Unit L20 'Support competence achieved in the workplace'). Alternatively, they should hold a post that involves responsibility for monitoring the quality of work performed by those for whom they are acting as an expert witness.

The co-ordinating assessor will be responsible for vetting the selection of expert witnesses including evidence of occupational competence and monitoring their contribution to the assessment process. A register of all accepted expert witnesses must be maintained by the centre and be subject to review as part of the external verification process. The co-ordinating assessor will make use of appropriate expert witness testimony as part of the overall assessment of the candidate.

Direct observation of the candidate by the assessor will remain a primary source of evidence and will be possible for many aspects of competence described in the National Occupational Standards.

Such observation will be supported by a range of appropriate corroborating evidence drawn from a variety of sources including the following:

- Witness testimony for example, from colleagues and people from other agencies. A vital source of witness testimony will come from end users of the service, particularly children, young people and those who care for them, relating to specific aspects of practitioner competence. These will be supplementary sources of evidence and must be balanced by other forms of evidence. In all cases such witnesses must be fully briefed about the purpose and use of their testimony in relation to specific aspects of competence. The precise relationship between the candidate and the witness must be stated and checked by the assessor.
- Documentation such as case notes, letters, memoranda, logs of conversations, minutes of planning meetings and other forms of tangible evidence. Where there are issues of confidentiality in relation to any documentation (such as client case notes) then an expert witness who is permitted to access and assess the information should be used.

The role of a co-ordinating assessor

In a qualifications framework such as the one encompassed by this assessment strategy, where candidates may be undertaking units in a range of specialisms, there will be a need for centres to identify a co-ordinating assessor. The co-ordinating assessor will be assessing the candidate in one or more area but will also have the responsibility of ensuring that a clear assessment plan is agreed. This will include details of where specialist assessors will be required and when the specialist assessment should be scheduled.

The co-ordinating assessor will also be responsible for making the assessment judgement for units whose assessment relies extensively on expert witness testimony or where parts have been assessed by different assessors.

3 Evidence from other relevant qualifications

There are qualifications which provide evidence of required knowledge and understanding, whether in whole or part, for the NVQ. The role of these in providing evidence of the underpinning knowledge will be considered in other forums.

4 Independent assessment

A key aspect of effective practice in this area is the ability to reflect on own practice, identify areas of good practice and areas where practice could be improved. The actions to be taken to improve practice are a critical aspect of the reflective practitioner.

A mandatory requirement for the achievement of the Level 3 and the Level 4 qualifications will be the maintenance of a Reflective Practice Log. The Log will provide evidence of achievement of the mandatory units:

- Level 3: Unit 3 Review own contribution to the service
- Level 4: Unit 29 Evaluate and develop own contribution to the service.

The Log should reflect the practice across all units being undertaken by the candidate. There should be an indication of how the practitioner has obtained feedback on their practice from clients (children, young people and those who care for them) and how this has been used to improve service delivery.

The Log will be assessed by an assessor **who is independent of the candidate** ie demonstrably independent of anyone who might have a vested interest in the outcome of the assessment decision.

Further guidance on the structure and assessment of the Reflective Practice Log will be provided to centres in the Candidate Log Books for the NVQs.

5 Role of simulation

The sector bodies will indicate which aspects of performance in each unit of competence can be demonstrated by means of simulation as an alternative to other forms of direct evidence. This will be shown in the form of a table with unit titles and areas of competence prepared by the sector bodies that can be demonstrated by means of an appropriate form of simulation. This will be included in the normal guidelines provided by each awarding body.

The primary areas where simulation will be permitted include:

- aspects of health and safety and personal safety and security
- child protection where no incidents occur in the normal course of work activities
- rarely occurring events and procedures such as particular forms of legal action
- activities which may not occur during the assessment cycle such as renegotiating a service agreement or representing the agency in courts and formal hearings

No unit within the National Occupational Standards can be achieved solely through simulation of whatever kind. Simulation can only form a secondary and corroborating source of evidence for any mandatory unit or optional pathway unit.

The principles and practice relating to simulation should be agreed between candidate and assessor and incorporated into the individual assessment plan. Centres will have a strategy for assessment agreed with the external verifier and assessors should ensure that any simulation conforms to the centre strategy. The simulation should be as realistic as possible in terms of reflecting the constraints, resources and normal workplace requirements of performing the activity

6 The Accreditation of Prior Learning and Experience (APEL)

Assessment centres will be expected to implement a system of initial assessment of candidates and develop an individual assessment plan that could include the accreditation of prior learning and experience. Guidance is provided on the Edexcel website in the *Policies and Research* section.

7 Required occupational competence of assessors and verifiers

The following requirements take into account the variety of contexts and locations in which support is provided to children, young people and their families in order to encourage their learning, well being and self-development.

7.1 Assessors

All assessors must be occupationally competent to the standard described in the units they are assessing based on current professional practice. This can be demonstrated by:

- being an experienced practitioner who has demonstrated the competences required in the standards within their professional career within the last three years

or

- being currently responsible for monitoring or managing those who are performing the functions required in the standard.

They should also be able to demonstrate the currency and credibility of their occupational competence through clear evidence of appropriate continuous professional development.

In addition assessors must hold positions that enable them to evaluate evidence provided by expert witnesses and to co-ordinate their contribution to the assessment process.

Assessors who are able to assess individual units or whole awards may be appointed. Where they assess an individual unit then there must be a co-ordinating assessor responsible for ensuring that full competence is demonstrated across all the required units for a qualification.

Assessors must hold or be working towards the appropriate assessor qualification. They must, therefore, hold or be working towards A1 or hold D32/33. Achievement of the qualification must be within the timescales contained in the Code of Practice of the Regulatory Authorities. Assessors who do not have the appropriate assessment unit(s) must have assessment decisions reviewed and agreed by a fully qualified assessor.

7.2 Internal verifiers

Internal verifiers must be occupationally competent in the standards that they are being asked to verify. Occupational competence can be demonstrated by being:

- an experienced assessor in the relevant occupational area

or

- an experienced senior practitioner who has demonstrated the competences required in the standards within their professional career and who can demonstrate the currency and credibility of their occupational competence in the relevant standards through clear evidence of continuous professional development

or

- a manager of those who perform the competences required in the standards which involves the direct monitoring of their work performance

or

- a trainer with direct responsibility for developing the competences required in the standards and making judgements as to when someone has completed training successfully

Internal verifiers must be in a position to obtain the necessary resources to ensure the effective co-ordination of the assessment process which may involve the selection, training and monitoring of individual assessors as well as the standardisation of assessment decisions across a number of assessors.

Internal verifiers must hold, or be working towards, the appropriate internal verifier qualification. Achievement of the qualification must be within appropriate timescales. Internal verifiers who do not have the V1 or D34 units must have internal verification decisions reviewed and agreed by a fully qualified internal verifier.

All internal verifiers must be able to demonstrate the currency and credibility of their occupational competence in the relevant standards through clear evidence of appropriate continuous professional development.

7.3 External verifiers

External verifiers must have relevant employment experience that ensures they have broad occupational knowledge of delivering learning, development and support to children, young people and those who care for them and the competences required to deliver such support. Relevant employment experience can be demonstrated by having:

- held a senior practitioner post in one of the major support areas responsible for the management and monitoring of the work of others
- or**
- been a manager of others in one of the major support areas responsible for the effectiveness of service delivery
- or**
- been an experienced assessor in the relevant occupational area

All external verifiers must be able to demonstrate the currency and credibility of their occupational experience in the relevant standards through clear evidence of appropriate continuous professional development activities.

External verifiers from one functional area (eg education welfare) may conduct external verification activities for any of the functional areas (eg support services or learning mentors) until such time as an appropriate functional specialist is available to perform the external verification role.

External verifiers must hold, or be working towards, the appropriate external verifier qualification. Achievement of the qualification must be within appropriate timescales.

8 The Awarding Body Forum

All awarding bodies involved in the provision of qualifications based on the National Occupational Standards for Delivering Learning, Development and Support for Children, Young People and Those who Care for them will be members of the Awarding Body Forum for the sector, that will be managed and led by the sector body.

The Awarding Body Forum will:

- provide information and statistics about take up and completion which can be used by the sector body to identify any potential problem areas and agree appropriate remedial action
- develop and agree appropriate guidance on the form and assessment of the Reflective Practice Logs for levels 3 and 4
- develop and agree appropriate joint evidence requirements
- review and report on issues about the standards and their implementation which may inform future review and development processes
- agree and implement a process for liaison with appropriate professional bodies, and employers.

Section 6: Further information

How does an organisation become a centre?

An organisation can offer NVQs either by becoming a registered centre in its own right or by working with an organisation that has this status.

A centre is responsible for ensuring that internal quality control mechanisms are in place. Specifically, a centre needs to:

- develop a physical resource within the centre that addresses the needs of candidates
- select and train assessors and internal verifiers according to the relevant NTO specifications
- provide appropriate assessment opportunities for candidates, eg a suitable number at suitable times
- provide candidates with copies of the Levels 3 and 4 NVQs in Learning, Development and Support Services for Children and Young People and Those who Care for Them units appropriate to their qualification
- provide assessors and internal verifiers with copies of the Levels 3 and 4 NVQs in Learning, Development and Support Services for Children and Young People and Those who Care for Them standards.

Details of approval procedures are available from Customer Services.

Review and evaluation

The effective development of the programme depends on a full review of its operation and candidate performance. The review should be structured to allow all interested parties (candidates as well as staff) to contribute. The review should evaluate:

- success in meeting and the continuing relevance of the aims of the programme
- previous action plans
- admission, induction, advice and exit arrangements
- the programme of activities and arrangements for all candidates
- the assessment strategies and methods
- resource needs and availability of the resources to candidates
- the relevance, currency and effectiveness of support materials
- the external verifier's comments
- future resource requirements, including staff development.

A review should take place at least once during each programme. A report and an action plan describing the findings and actions to be taken should be produced after each review.

Registration

Every candidate must be registered with an assessment centre that has been approved to deliver Levels 3 and 4 NVQs in Learning, Development and Support Services for Children and Young People and Those who Care for Them.

To register, candidates should complete an Edexcel registration form (available from your centre contact, or from Registration and Certification, Edexcel, 190 High Holborn, London, WC1V 7BH). The form should be returned to Edexcel via the candidate's centre contact. Edexcel will register candidates, and issue them with an enrolment number. Candidates should check this and ensure all their details are correct. The notification will show their name as it will appear on any award they receive. Any correction should be communicated to Edexcel immediately.

An initial registration fee has to be paid to Edexcel at this stage. Each assessment centre will have its own procedures for this, and will clarify with candidates what payments, if any, they will have to make, and when.

Candidate entries

Entries for NVQs will be accepted on a group award or unit-by-unit basis.

In most cases, candidates will be entered for a group award, as well as for the component units. If you enter a completion date for the group award, you need not enter the completion date for the component units (providing the completion date is the same) as verification will be carried out on the whole-group award.

All NVQ entries will need to be processed 10 weeks before the end of the month you have given as the completion date.

Please note that for NVQ units and group awards, there is no discretion in the application of the 10 week rule. We like all other NVQ and SVQ awarding bodies, are required to operate this rule to comply with the national criteria for accreditation as an awarding body. This means that no NVQ certification can take place until the 10-week period has elapsed.

Certification process

To enable candidates to receive their qualification efficiently, it is essential that you are familiar with the certification procedures used by Edexcel.

Once a unit has been achieved and the unit achievement form countersigned by the internal verifier, the centre contact should register this with Edexcel.

Details of the candidate's achievement will be entered in our records, and we will issue a 'Record of Achievement'. This will be sent to the centre contact to be passed on to the candidate.

When the candidate has achieved all the required units, we will issue the NVQ certificate.

Centre contacts should be aware of Edexcel requirements. For example:

- relevant forms and documents, and how to complete them
- the accredited centre number and relevant contacts
- appropriate Edexcel contacts
- how long qualifications take to process.

Your centre should inform assessors and internal verifiers on the administrative procedures used before assessment of candidates begins.

All assessors should ensure that there are full records of assessment and related evidence available for inspection by the external verifier. Such inspection is part of the external verifier's role, to ensure that the accredited centre is maintaining quality standards.

If there is a problem

Should a Record of Achievement or certificate not arrive when expected, the centre should contact Edexcel and have available:

- the candidate's enrolment number
- the centre's registration number
- the name and number of the scheme and qualification that the candidate has entered, eg NVQ Learning, Development and Support Services for Children and Young People and Those who Care for Them Levels 3 and 4.

This ensures that the correct records can be accessed as quickly as possible.

Payment of fees

Edexcel will invoice the assessment centre for all fees due, both for registration of new candidates and certification of candidates' achievement. The assessment centre is responsible for paying these fees to Edexcel and for making its own arrangements to claim any fees due from candidates or their employers.

Anti-discriminatory practices

As part of the approval process, centres are required to ensure that they have an equal opportunities policy that covers all aspects of assessment including access to assessment and taking into account the timing and frequency of assessments. Internal verifiers have a key role in their work with assessors to ensure that assessments do not discriminate against any candidates.

All centres should publish an appeals procedure, which is made available to staff and candidates.

Special assessment arrangements

Candidates with a physical disability, a sensory impairment, a specific learning difficulty, or a temporary disability at the time of the assessment may be eligible for special assessment arrangements.

Special assessment arrangements are intended to enable candidates to demonstrate their level of competence in relation to the qualification standards. They are not intended to compensate for lack of competence and should not:

- give an unfair advantage to candidates
- reduce the validity and reliability of the assessment or compromise the credibility of the award
- mislead users of Edexcel certificates about candidates' competence.

It is important to note that where special assessment arrangements are applied, they may result in an amended certificate being issued. Any requests for special assessment arrangements need to be submitted to Edexcel at the earliest possible date and separately from the entry itself.

What else you should read

The following publications provide additional information that is directly relevant to the provision of NVQs:

	Available from:
• <i>Policy on Accreditation of Prior Learning (APL)</i>	Edexcel Website
• <i>NVQ Code of Practice</i>	Edexcel Website/ QCA
• <i>NVQ Quality Assurance Guidance for Centres</i>	Edexcel Website
• <i>Joint Awarding Body Guidance on Internal Verification of NVQs</i>	Edexcel Website/DfES

To order these publications, please contact:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire
NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publications@linneydirect.com

For further information about these, or any other, qualifications, please contact Customer Services on 0870 240 9800.

Where are the standards available from?

The standards have been produced by the National Training Organisation for the Levels 3 and 4 NVQs in Learning, Development and Support Services for Children and Young People and Those who Care for Them and are available from:

PAULO (c/o ENTO)
4th Floor, Kimberley House,
47 Vaughan Way,
Leicester.
LE1 4SG

Telephone: 0116 251 7979
Fax: 0116 251 1464
Email: info@paulo.org.uk

The standards have been written in a user-friendly way to give as much guidance as possible to candidates, assessors and centres. All centres **must** have a copy of the standards and these should be available to candidates, assessors and internal verifiers.

Annex A - Wider curriculum mapping Level 3

✓ indicates possible opportunities for development of the wider curriculum

NVQ Level 3 Learning, Development and Support Services for Children, Young People and Those who Work with Them		Spiritual	Moral/ ethical	Social/ cultural	Health and safety	Environment	European/ international
Unit number	Title						
1	Contribute to the protection of children and young people from abuse		✓	✓	✓		✓
2	Ensure your own actions reduce risks to health and safety				✓		
3	Review own contribution to the service						
4	Enable children and young people to find out about and use services and facilities			✓		✓	
5	Operate within networks			✓		✓	
6	Contribute to improving attendance			✓			
7	Implement referral procedures for clients		✓				
8	Supply information materials to clients						
9	Facilitate children and young people's learning and development through mentoring		✓	✓			
10	Support the child or young person's successful transfer and transition in learning and development contexts		✓				
11	Assist clients to gain access to other services					✓	
12	Enable children and young people to understand and address their difficulties		✓				
13	Make use of supervision	✓	✓	✓			
14	Assess the educational achievements and needs of children and young people			✓			
15	Support young people in tackling problems and taking action		✓				
16	Enable young people to use their learning to enhance their future development			✓			
17	Encourage young people to develop and maintain a positive sense of self and identity		✓	✓			
18	Interact with clients using telecommunications		✓	✓			
19	Review progress and evaluate opportunities with young people		✓				
20	Support clients during their activities		✓	✓			
21	Enable families and carers to address issues related to the behaviour of children and young people		✓				

NVQ Level 3 Learning, Development and Support Services for Children, Young People and Those who Work with Them		Spiritual	Moral/ ethical	Social/ cultural	Health and safety	Environment	European/ international
Unit number	Title						
22	Identify the requirements of clients			✓			
23	Promote and maximise educational opportunities and achievements for individual children and young people		✓				
24	Create a climate that promotes learning			✓			
25	Promote people's equality, diversity and rights			✓			✓
26	Ensure personal safety and security				✓		
27	Enable children and young people to address issues which affect their health and social wellbeing	✓		✓			

Annex B - Wider curriculum mapping Level 4

✓ indicates coverage of the area of the wider curriculum

NVQ Level 4 Learning and Development Support Services for Children, Young People and Those who Work with Them		Spiritual	Moral/ ethical	Social/ cultural	Health and safety	Environment	European/ international
Unit number	Title						
7	Implement referral procedures for clients		✓				
13	Make use of supervision	✓	✓	✓			
21	Enable families and carers to address issues related to the behaviour of children and young people		✓				
23	Promote and maximise educational opportunities and achievements for individual children and young people		✓				
24	Create a climate that promotes learning			✓			
25	Promote people's equality, diversity and rights			✓			✓
26	Ensure personal safety and security				✓		
27	Enable others to develop and apply their knowledge and skills about the health and well-being of children and young people.	✓		✓			
28	Evaluate risk of abuse, failure to protect and harm to self and others		✓	✓	✓		✓
29	Evaluate and develop own contribution to the service		✓	✓			
30	Develop interactions with clients			✓			
31	Develop and sustain arrangements for joint working between workers and agencies			✓		✓	
32	Initiate legal action and enforcement against families and carers in relation to attendance			✓			✓
33	Work with others to develop and implement strategies to improve attendance			✓			
34	Assist clients to decide on a course of action			✓			
35	Assist clients to plan the implementation of a course of action			✓			
36	Manage personal case load						
37	Challenge systems and processes that are failing		✓				✓
38	Develop procedures to ensure the personal safety and security of staff				✓		
39	Involve children and young people in the management and delivery of service provision			✓			
40	Develop and sustain effective working relationships with staff in other agencies			✓		✓	

NVQ Level 4 Learning and Development Support Services for Children, Young People and Those who Work with Them		Spiritual	Moral/ ethical	Social/ cultural	Health and safety	Environment	European/ international
Unit number	Title						
41	Contribute to the development and effectiveness of work teams			✓			
42	Advocate on behalf of young people		✓	✓			✓
43	Assist job seekers to consider and take up suitable employment offers						
44	Issue and monitor work permits and child performance licences						
45	Manage the exclusion and reintegration of children and young people		✓	✓		✓	
46	Represent the agency in courts and formal hearings		✓	✓			✓
47	Negotiate and maintain service agreements						
48	Promote the interests of children and young people in the community			✓			
49	Provide support for other practitioners			✓		✓	
50	Integrate and support learning mentor provision within educational institutions			✓			
51	Develop and support learning mentor networks			✓		✓	
52	Enable young people to access and use information and make decisions			✓			
53	Enable young people to work effectively in groups			✓			
54	Enable group learning			✓			
55	Establish, sustain and disengage from relationships with the families and carers of children and young people		✓	✓			
56	Influence learning opportunities in relation to personal and social development	✓	✓	✓			
57	Interact with individuals, families, carers, groups, communities and others to achieve change and address problems and conflict			✓		✓	
58	Work with groups to promote individual growth, development and independence	✓					
59	Advocate with and on behalf of individuals, families, carers, groups and communities			✓			✓
60	Assist clients to review their achievement of a course of action			✓			
61	Negotiate on behalf of clients			✓			

Annex C - Key skills signposting Level 3

This table indicates signposting of possible coverage of key skills units. This signposting analysis follows QCA guidance and makes use of the level indicators produced for specific key skills. The key skill mapping produced by the Standard Setting Body which produced an imported unit has been followed wherever available.

Unit Title		Communication	Application of number	Information technology	Working with others	Problem solving	Improving own learning and performance
1	Contribute to the protection of children and young people from abuse	4	2	2	3	4	3
2	Ensure your own actions reduce risks to health and safety	3	2	1	3	3	1
3	Review own contribution to the service	3	2	2	3	3	3
4	Enable children and young people to find out about and use services and facilities	3	2	2	3	3	3
5	Operate within networks	4	2	2	4	3	1
6	Contribute to improving attendance	3	3	2	3	2	-
7	Implement referral procedures for clients	3	1	1	3	3	-
8	Supply information materials to clients	3	3	2	3	3	-
9	Facilitate children and young people's learning and development through mentoring	3	2	1	3	3	-
10	Support the child or young person's successful transfer and transition in learning and development contexts	4	2	2	4	4	-
11	Assist clients to gain access to other services	3	2	2	3	3	-
12	Enable children and young people to understand and address their difficulties	4	2	1	4	4	-

Unit Title		Communication	Application of Number	Information Technology	Working With Others	Problem Solving	Improving Own Learning and performance
13	Make use of supervision	4	2	1	4	3	3
14	Assess the educational achievements and needs of children and young people (who have offended)	4	3	3	4	4	-
15	Support children and young people in tackling problems and taking action	4	2	1	4	3	-
16	Enable children and young people to use their learning to enhance their future development	4	2	1	4	3	-
17	Encourage children and young people to develop and maintain a positive sense of self and identity	3	-	-	3	3	-
18	Interact with clients using telecommunications	4	2	2	3	3	-
19	Review progress and evaluate opportunities with children and young people	3	2	1	3	3	1
20	Support clients during their activities	3	2	1	3	3	-
21	Enable families and carers to address issues related to the behaviour of children and young people	4	-	-	4	4	-
22	Identify the requirements of clients	4	2	1	3	3	-
23	Promote and maximise educational opportunities and achievements of individual children and young people	4	2	1	4	3	-
24	Create a climate that promotes learning	4	2	1	4	3	-
25	Promote people's equality, diversity and rights	3	-	2	3	3	2
26	Ensure personal safety and security	3	2	1	1	3	-
27	Enable others to develop and apply their knowledge and skills about the health and well-being of children and young people.	4	-	-	4	3	-

NB: Key skills units are available from the QCA website: www.qca.org.uk

Annex D - Key skills signposting Level 4

This table indicates signposting of possible coverage of key skills units. This signposting analysis follows QCA guidance and makes use of the level indicators produced for specific key skills. The key skill mapping produced by the Standard Setting Body which produced an imported unit has been followed wherever available.

Unit title		Communication	Application of number	Information technology	Working with others	Problem solving	Improving own learning and performance
7	Implement referral procedures for clients	3	1	1	3	3	-
13	Make use of supervision	4	2	1	4	3	3
21	Enable families and carers to address issues related to the behaviour of children and young people	4	-	-	4	4	-
23	Promote and maximise educational opportunities and achievements of individual children and young people	4	2	1	4	3	-
24	Create a climate that promotes learning	4	2	1	4	3	-
25	Promote people's equality, diversity and rights	3	-	2	3	3	2
26	Ensure personal safety and security	3	2	1	1	3	-
27	Enable others to develop and apply their knowledge and skills about the health and well-being of children and young people.	4	-	-	4	3	-
28	Evaluate the risk of abuse, failure to protect and harm to self and others	4	3	2	4	4	-
29	Evaluate and develop own contribution to service	3	3	2	3	3	3
30	Develop interactions with clients	4	2	2	3	3	-

Unit title		Communication	Application of number	Information technology	Working with others	Problem solving	Improving own learning and performance
31	Develop and sustain arrangements for joint working between workers and agencies	4	2	2	4	3	1
32	Initiate legal action and enforcement against families and carers in relation to attendance	3	2	2	3	3	1
33	Work with others to develop and implement strategies to improve attendance	3	3	2	3	3	1
34	Assist clients to decide on a course of action	3	2	1	3	3	-
35	Assist clients to plan the implementation of a course of action	3	2	2	3	3	-
36	Manage personal caseload	3	3	2	3	4	-
37	Challenge systems and processes that are failing	3	2	2	4	4	-
38	Develop procedures to ensure the personal safety and security of staff	3	2	2	4	3	-
39	Involve children and young people in the management and delivery of service provision	4	2	2	4	3	-
40	Develop and sustain effective working relationships with staff and other agencies	4	3	1	4	3	-
41	Contribute to the development and effectiveness of work teams	4	2	1	4	3	-

Unit title		Communication	Application of number	Information technology	Working with others	Problem solving	Improving own learning and performance
42	Advocate on behalf of young people	4	2	1	4	3	-
43	Assist job seekers to consider and take up suitable employment offers	3	2	2	3	3	-
44	Issue and monitor work permits and child performance licences	4	3	2	4	3	-
45	Manage the exclusion and reintegration of children and young people	4	2	2	4	4	-
46	Represent the agency in courts and formal hearings	4	2	1	4	4	-
47	Negotiate and maintain service level agreements	3	3	2	3	3	-
48	Promote the interests of children and young people in the community	3	1	1	3	3	-
49	Provide support for other practitioners	4	2	2	4	4	-
50	Integrate and support learning mentor provision within educational institutions	4	2	2	4	4	-
51	Develop and support learning mentor networks	3	2	2	3	3	-
52	Enable young people to access and use information and make decisions	4	2	1	4	3	-
53	Enable young people to work effectively in groups	4	2	1	4	4	-

Unit title		Communication	Application of number	Information technology	Working with others	Problem solving	Improving qwn learning and performance
54	Enable group learning	3	2	1	4	3	-
55	Establish, sustain and disengage from relationships with families and carers of children and young people	4	-	1	4	3	-
56	Influence the learning opportunities in relation to personal and social development	4	3	2	4	4	-
57	Interact with individuals, families, carers, groups, communities and others to achieve change and address problems and conflict	4	3	1	4	4	-
58	Work with groups to promote individual growth, development and independence	4	2	1	4	4	-
59	Advocate with and on behalf of individuals, families, carers, groups and communities	4	2	1	4	4	-
60	Assist clients to review their achievement of a course of action	3	2	1	3	3	-
61	Negotiate on behalf of clients	4	2	1	4	3	-

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Order Code N015575 October 2004

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