



Parents, Early Years and Learning

Supplementary support notes

Unit 311:

Engage parents in their children's early learning

(part of the City & Guilds level 3

Work with Parents Award 3599).



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As an umbrella body for the children’s sector in England and Northern Ireland, we provide essential information on policy, research and best practice for our members and other partners.

NCB aims to:

- challenge disadvantage in childhood
- work with children and young people to ensure they are involved in all matters that affect their lives
- promote multidisciplinary cross-agency partnerships and good practice
- influence government policy through policy development and advocacy
- undertake high quality research and work from an evidence-based perspective
- disseminate information to all those working with children and young people, and to children and young people themselves.

NCB has adopted and works within the UN Convention on the Rights of the Child.

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National Children’s Bureau, 8 Wakley Street, London EC1V 7QE

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Section 1: Introduction

There is a national framework for qualifications and credits, referred to as the Qualifications and Credit Framework (QCF).¹ The QCF is a way of recognising achievement through the award of credits for units, which can be combined to achieve qualifications. Units within the framework are allocated a level to indicate the level of difficulty and a credit value to indicate the size of the unit: 10 hours of learning time² = 1 credit. For further information on qualifications and awards, see www.cityandguilds.com. Candidates will be sent an electronic copy of the City & Guilds handbook for the *Work with Parents* qualification.

The unit that we are working towards through the PEAL training programme is Unit 311 of the City & Guilds award 3599 *Work with Parents* (see Appendix 1 for rules of combination and a full list of the available units for this award).

Unit 311 is *Engage parents in their children’s early learning*. This is a level 3 unit, with a value of 3 credits, taking 30 hours of learning.

The learning undertaken as part of, and in addition to, the PEAL training programme must be assessed in order to achieve the award. The aim of this booklet is to help you to understand the assessment process for the City & Guilds unit 311 of the award in *Work with Parents*.

The assessment for this unit consists of a portfolio, the contents of which are discussed in Section 3.

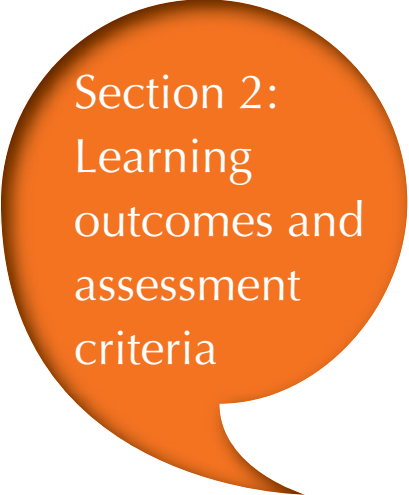
The unit consists of a total of **30 hours** of study, comprising:

- the equivalent of two training days
- reading and research
- application of learning to practice and reflection on that learning, evidenced by the portfolio
- portfolio building and completion.

This unit links to the National Occupational Standards (NOS) for *Work with Parents*. See Appendix 2 for an outline of how the unit from the award links to the NOS.

¹This framework applies to England, Wales and Northern Ireland and it aligns with the Scottish Credit and Qualifications Framework (SCQF).

²**Learning time** is a notional measure of the amount of time a typical candidate might be expected to take to complete all the learning relevant to achievement of the learning outcomes. It takes into account all learning relevant to the learning outcomes regardless of where, when and how it has taken place.



Section 2:
Learning
outcomes and
assessment
criteria

This section outlines the learning outcomes for the unit,³ together with the assessment criteria used for each of these learning outcomes.

- The learning outcomes are the skills, knowledge and understanding that learners will need to demonstrate.
- The assessment criteria are the ways in which the learner can demonstrate that they have met each of the learning outcomes. The criteria represent the standards that learners will be expected to achieve for each of the learning outcomes.
- The assessment criteria are divided into practical skills and underpinning knowledge.

The work will be marked as a pass or refer. In order to pass, learners will have to provide evidence for each of the learning outcomes, using the assessment criteria, to the standard expected for level 3 (see Appendix 1 for an explanation of level 3 expectations). If the work does not achieve the criteria for a pass, learners will receive a refer decision and they will be offered another chance to submit their work.

Assessors will explain the procedures for this in further detail.

³The information for this section comes from the City & Guilds Qualification handbook for the 3599 award in *Work with Parents*. City & Guilds publications are available from their website (www.cityandguilds.com) or their Customer Relations department at City & Guilds, 1 Giltspur Street London EC1A 9DD or by telephoning +44 (0)20 7294 2850 or faxing +44 (0)20 7294 2405.

Unit 311 Engage parents in their children’s early learning

This unit is worth three credits and the learning time is 30 hours. The aim of this unit is to enable learners to gain the understanding and ability to engage parents in their children’s early learning. The knowledge acquired by learners will enable them to understand how to work in partnership with parents, understand the context for parental involvement, understand some of the barriers to parental involvement and reflect on their knowledge and practice.

There are four learning outcomes for this unit, which have a range of assessment criteria. The table overleaf shows the learning outcomes and the assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:	Suggested evidence (from City and Guilds) ⁴
1. Understand the policy context and research that underpins parental involvement in their children’s early learning	1.1: Explain key research findings which show the importance of parental involvement in their children’s learning in their early years. 1.2: Explain the concept of positive home learning environments and identify ways of promoting and supporting them. 1.3: Explain why it is important to work in partnership with parents, including fathers. 1.4: Explain the importance of clear principles and policies to support the engagement of parents in their children’s early learning.	Professional discussion, reflective account or questions (written)
2. Understand how to work in partnership with parents to support their children’s early learning	2.1: Explain and demonstrate how parents are engaged as partners in their children’s learning. 2.2: Identify key relationship-building strategies and/or skills involved in working with parents in partnership. 2.3: Explain and demonstrate key communication strategies and/or skills involved in working with parents in partnership. 2.4: Explain and demonstrate a range of strategies that can be used as approaches to build confidence in parents as their children’s first educator.	Observation of practice, professional discussion, reflective account
3. Understand barriers to parents being involved in their children’s early learning	3.1: Explain personal, social and cultural barriers to parents being involved in their children’s early learning. 3.2: Explain and demonstrate a range of strategies to help overcome barriers to parental involvement in their children’s early learning. 3.3: Explain how attitudes can be barriers to engaging parents in their children’s early learning.	Professional discussion, assignment – case study, reflective account
4. Understand how to use reflection to challenge and develop existing practice in working with parents to support their children’s early learning	4.1: Explain culturally sensitive ways of working with parents to help them provide appropriate support for their children’s early learning. 4.2: Reflect on ways of working with parents to help them provide appropriate support for their children’s early learning. 4.3: Identify and explain support and changes needed to improve own skills and knowledge and build on their own practice.	Professional discussion, reflective account

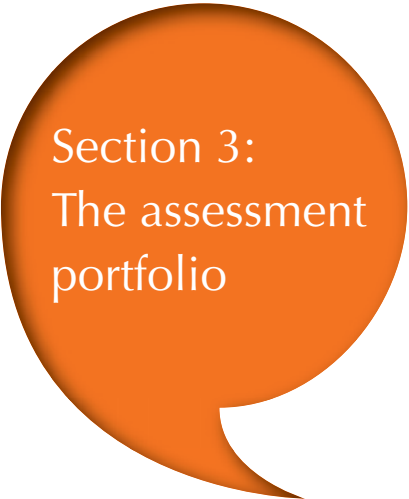
⁴Note: These are suggestions only and they are not exhaustive – any other appropriate form of evidence could be used.

Value statement

City & Guilds state that any achievement of competence must be demonstrated within the principles and values of the sector.

- Parenting education and support should reflect the rights of the child as set out in the UN Convention on the Rights of the Child (1989) and ratified by the UK in 1991.
- Practitioners work in partnership with parents at all times.
- Mothers, fathers and those in a parenting role are acknowledged as having unique knowledge and information about their children.
- Children are the responsibility of the wider society as well as of their families.
- Work with parents should be non-judgemental and anti-discriminatory and should seek to empower by building on and valuing parents’ existing strengths, knowledge and experience.
- Parenting education and support should be available to, and practitioners should engage with, all those in a parenting role.
- Gender, cultural diversity and different needs must be respected; entitlement, equality and inclusiveness are of fundamental importance to those who work with parents.
- Anyone who works with parents should have specific training for that purpose.
- Good practice requires reflection and a continuing search for improvement.

The next section explains how the assessment portfolio can provide evidence for the achievement of the learning outcomes.



Section 3: The assessment portfolio

What is an assessment portfolio?

The portfolio is made up of a file of evidence to show that you have met the assessment criteria for the unit. The portfolio should enable you to show that you have gained the **understanding and ability to work with parents**. See Sections 4 and 5 in the City & Guilds handbook for further information.

City & Guilds expect that the portfolio of evidence will show a range of assessment methods. The portfolio could consist of some, or all, of the following kinds of evidence:

1. **Expert witness testimony** – This involves a colleague, who is a qualified occupational expert, familiar with the national occupational standards for *Work with Parents*, supporting your analysis of the work you have carried out with parents. The analysis could be a practice journal entry, an account of work undertaken, a case study or any other piece of work that gives an account of something you have done that shows:
 - o how you reflect on your practice
 - o how you demonstrate working in partnership with parents (or any of the other principles and values)
 - o how you work to support parents to engage in their children’s early learning.

The expert witness should make a clear statement at the end of your account confirming that what you have written is a true record. You should note that your assessor will check your expert witnesses by phone.

2. **Witness testimony** – This is the same as expert witness testimony described above, but it involves a colleague or a parent/carer who is not an occupational expert and/or who is not familiar with the national occupational standards for *Work with Parents*. These witnesses are unlikely to be checked by your assessor.
3. **Work products** – These could be anything you have developed or used in your work with parents. Each product needs to be accompanied by a reflective account and/or a case study. For example, you could include a poster advertising an event you have organised to involve fathers, explaining how and why you used it and what the parents felt about it. Further details of what might be included in a reflective account and in a case study are provided on pages 11 and 12.

- 4. Questioning/professional discussion** – Part of the assessment might involve assessors looking at the evidence you have provided and calling, emailing or meeting with you to ask you questions for further clarification, if they feel that more detail is needed. This involves the use of City & Guilds documentation, which can be found at www.peal.org.uk/accreditation. Professional discussions should be in the form of a structured review of practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful in providing evidence to show that you know and understand the principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- 5. Projects/case studies** – On their own, projects and case studies are not highly regarded by City & Guilds as sources of evidence. However, if you included a work product (see point 3 above) with a case study or a report of a project, then that would be a strong piece of evidence. Further information about case studies is provided on page 12.
- 6. Practice journal** – More information about this is provided on page 13. This should only be used if it is annotated, submitted in extracts and if it is accompanied by a work product. It can be a useful source of evidence if it is used as part of your work on a regular basis, or if you can provide expert witness testimony to support what you have included in your reflective account (see page 11).
- 7. Assignments (written report)** – This could be an essay or report in response to a question set by your assessor, which enables you to describe and explain how you have demonstrated one or more of the assessment criteria in your own practice.
- 8. Set questions** – This might be a range of questions set by your assessor, which enables you to describe your underpinning knowledge for one or more of the learning outcomes.
- 9. Record of previous experience, achievement and learning** – Certificates of training and qualifications must be authentic, current and valid. The assessor will check the content of such training so that this can be matched to the standards (learning outcomes), and check that you have retained and can apply learning to practice.

Your evidence should also refer to any reading you have done to show that you can link theory to practice. See the References and bibliographies for more detail about this.

If you have particular needs, the forms of evidence could vary from the examples given above. Any alternative evidence should demonstrate the assessment requirements as identified in the unit.

You will need to complete documentation provided by City & Guilds. This documentation consists of a number of forms for you to complete and place at the beginning of your portfolio. Samples of the forms are provided at www.peal.org.uk/accreditation. Section 4 provides some information about form completion. These forms should be part of your portfolio and would ideally be used as a framework for your portfolio.

Whichever form of evidence you decide to submit, you will need to ensure that it is accompanied by an account explaining, analysing and reflecting on the particular form of evidence you have provided. Reflection can be challenging and the following sub-sections provide further information that may help you to submit more effective evidence.

Reflective account

Reflection has been defined by Boud, Keogh and Walker (1985)⁵ as ‘an important human activity in which people recapture their experience, think about it, mull it over and evaluate it’. If you decide to submit work products, expert witness testimony, or any other form of evidence, you will need to ensure that it is accompanied by a reflective account that analyses what has happened, why it has happened and what the outcomes were. This account should show how you have drawn on knowledge and understanding in a creative way to address and solve problems in everyday professional practice, and it should provide coverage of one or more of the assessment criteria.

⁵Boud D, Keogh R and Walker D (1985) *Reflection: Turning experience into learning*. London: Kogan Page.

For example, if you wanted to address part of learning outcome 4 – Understand how to use reflection to challenge and develop existing practice in working with parents to support their children’s early learning – you might want to provide the following in your portfolio:

- a work product that you have produced to support parents, accompanied by
- a reflective account that would describe:
 - o why you chose to develop this particular work product
 - o why you developed it in that particular way
 - o how effective you think it was and what you think the evidence is to support your thinking
 - o a quote from a parent (preferably signed) suggesting how effective they thought it was
 - o consideration of what you might do differently next time
 - o a brief discussion of what you feel you have learned from the activity and how it might influence your practice in the future.

In doing this, you would have evidence to show that you had fulfilled some of the assessment criteria for that learning outcome.

Account of work with a child, family or on a project (case study)

This kind of account is a very useful way to evaluate and reflect on practice in detail. It could accompany a work product or be supported by expert or non-expert witness testimony.

The following list outlines what could be included in any case study. The specifics will depend on the practice being evaluated or the work product being analysed. The case study might include (but not necessarily in this order):

- a statement of the unit you are addressing, with the specific learning outcome and/or assessment criteria that you feel this case study demonstrates – including why this particular case study was chosen

- a brief introduction to, and description of, the family (e.g. age of children, background of parents where relevant, location of most of the work, etc.)
- the key issues being addressed, as you saw them – including why they were considered to be key issues
- difficulties that had to be overcome and key strengths of the family and/or the practitioner
- what was done, how it was done, and why it was done in that way
- what the outcome was and why you think that particular outcome was achieved
- what could have been done differently and what might have emerged had things been done differently
- whether this could be applied elsewhere, with other families
- source information, references and supporting documentation, if relevant.

Practice journal

This would be useful if you have any gaps in your evidence or if you are unsure that the evidence you have provided covers all the learning outcomes. However, if you do decide to submit an annotated extract from your practice journal then you will need to ensure that it is signed off by either an expert or non-expert witness to confirm that it is a true record of your practice.

The learning from this award should be of some practical value to you, your colleagues, families and the children with whom you work, and should reflect equal opportunity principles (see Section 2 for a description of level 3 expectations). The practice journal can show evidence of this learning and give you the opportunity to reflect on your practice.

A practice journal can help you to become more aware of experiences and analyse them critically. **It is not just a description of daily activities.** To be effective as a learning tool and to be used as part of the assessment, the practice journal must go beyond describing what happened, it needs to:

- recapture and provide a place to evaluate experiences
- show thinking on why things happened
- record thoughts on what might have been done differently, or how the outcomes of the situation might have been improved further
- be signed off by a witness (expert, preferably).

A practice journal is often most effective when it is personalised. Its format is very much a personal decision. You may wish to use:

- a notebook
- a traditional diary
- a loose-leaf file
- a word-processed document
- an audio cassette
- a video
- a combination of the above.

Tips on keeping a practice journal⁶

Where?

Significant events or thoughts about learning may happen in the workplace, at home, when taking part in meetings, during training, while reading additional materials, while reading the paper, or even while having a cup of coffee. Try to record anything that seems significant.

When?

Start the practice journal straight away and see it as an opportunity to discover things. It may be a good idea to set aside 10–15 minutes at the end of each day to think back over the main events and write down anything that seems important. A longer period of time might be set aside at the end of the week to think back over the events of the whole week.

⁶Adapted from the booklet *Working in Partnership through Early Support Assessment* (Early Support, 2007). See www.earlysupport.org.uk/training

Something should be written down as soon as possible after the incident or observation – this might be nothing more than a few notes on a scrap of paper to jog the memory later on, when there is time to sit and reflect properly on what happened. It is a personal record of what is important, what has been learnt, and the thinking around these events, so it does not have to be added to every day.

How?

A practice journal is a personal document. There is no right or wrong way to do it. Use pictures, diagrams, photocopies, press cuttings, anything that is personally relevant in terms of learning and/or practice. It is a working document – highlight, underline, use different colour pens, circle things.

What?

It is important to be honest; write what is important, not what you feel should be written. Do not worry about what is written or how it is written – just write, but ensure that an assessor is able to see how this provides evidence of learning and how it constitutes reflection on practice. Record significant events and initial actions and responses as soon as possible after they have happened. Be selective. Record the *significant* events.

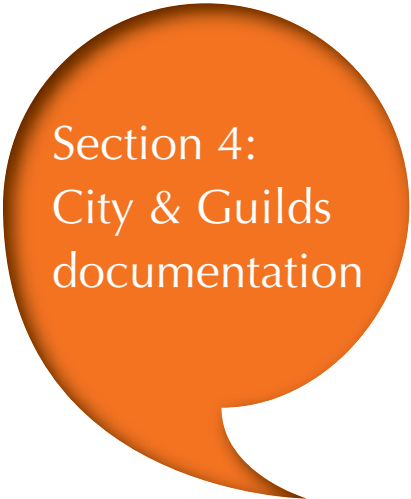
Annotation and extracts

If you decide to keep a practice journal, you will need to select extracts that you feel provide evidence that you have met one or more of the assessment criteria. When you have selected your extract, you will need to annotate it. This means that you need to add notes on why you have made this selection and, more specifically, which of the assessment criteria it relates to. For example, if you have provided an extract, witnessed by an expert, that you feel demonstrates one of the assessment criteria for the unit then you should put ‘**Unit 311, LO1, AC 1.2**’ in the margin, clearly separated from the text, so that your assessor can immediately see which of the assessment criteria they need to check. Annotation is very important because it points the assessor in the right direction and it helps you to check that you have covered all of the assessment criteria. It is also useful when it comes to cross-referencing your work in the City & Guilds documentation. Annotation should not just be confined to the practice journal. You should use it across all of your work to show where you have met assessment criteria.

Assessment criteria wording

When you are considering how to ensure that you meet the assessment criteria, you should have a look at the wording of the assessment criteria because the clues are in the verbs:

- **understand** – learning outcome only
- **describe** – provide details about a topic or item
- **identify** – recognise and put in the main points
- **explain** – provide details about a topic or item with reasons or examples
- **analyse** – examine a topic in detail to explore the meaning, essential features and significance: this often requires provision of more than one perspective on practice and/or theory
- **evaluate** – review theory and/or practice in a way that shows clearly the points for and against, and make a reasoned judgement.



Section 4: City & Guilds documentation

The forms

Visit www.peal.org.uk/accreditation for an example of the documentation. Use the notes that follow to help you complete the documentation and ask your assessor for support if you have any difficulties with the forms, or if you are not sure what information to include. The forms are there to help you to demonstrate that you have met all the assessment criteria and achieved the learning outcomes. It is vital that they provide cross-referencing to the evidence you have placed in your portfolio.

The forms are as follows:

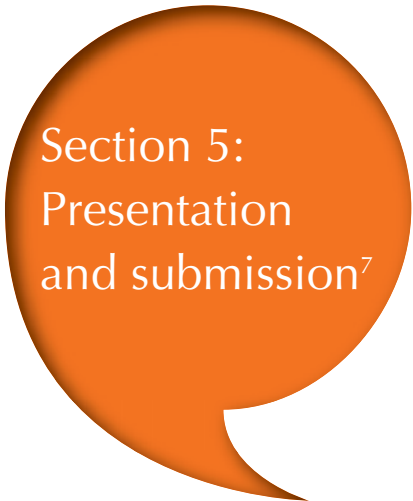
- **Form 1** – Candidate and centre details
 - o Form used to record candidate and centre details and the units/qualifications being assessed.
 - o This should be the first page of your portfolio.
- **Form 2** – Contact details and signatures
 - o Form used to record details and signatures of assessor(s) and internal verifier(s).
 - o This will be provided with details already completed for you.
- **Form 3** – Candidate résumé
 - o Form used if you do not have an appropriate curriculum vitae (CV) for inclusion in the portfolio.
 - o If you have your own CV then place that in your portfolio instead of Form 3.
- **Form 4** – Skill scan
 - o Form used to record your existing skills and knowledge.
 - o This form is not compulsory, but it would still be useful to include it as part of your evidence and it can be referenced to the assessment criteria.
- **Form 5** – Expert/witness status list
 - o This is a crucial form.
 - o It is used to record the details of all those who have witnessed your evidence.
- **Form 6** – Assessment plan, review and feedback form
 - o To record unit assessment plans, reviews and feedback given to you by your assessor.
 - o The form allows for a dated, ongoing record to be developed.
 - o It is important to ensure that you complete this with your assessor at every stage of your portfolio development.

- **Form 7** – Performance evidence record
 - o To record details of activities:
 - observed
 - witnessed
 - for which a reflective account has been produced.
- **Form 8** – Questioning record
 - o To record the focus of, and responses to assessor-devised questions.
 - o This will be completed, and placed in your portfolio, by your assessor.
- **Form 9** – Professional discussion record
 - o This form is to enable you and your assessor to provide a record of any professional discussions you have had to support your evidence.
 - o It will be largely completed by your assessor.
- **Form 10** – Evidence location and summary sheet
 - o To identify:
 - what requirements each piece of evidence covers
 - where it is located.
 - o Includes questioning records that are held elsewhere (e.g., because they were conducted online).
 - o It is a crucial form and you will need to complete **one** form for **each** of the learning outcomes for **each** unit.
- **Form 11** – Unit assessment and verification declaration
 - o Form used when **each** unit is complete.
 - o Enables you to meet the QCA requirement for a statement on authenticity.
- **Form 12** – Summary of achievement
 - o To record your ongoing completion of this unit and the others in the *Work with Parents* award.
 - o It records your progress to final achievement of the unit and/or qualification.

It is essential that you sign and date all the forms; if not, your portfolio cannot be assessed.

Three hot tips!

1. Make every bit of evidence work for you!
2. Map your evidence to the criteria, and mark up your texts to show the criteria you are trying to meet.
3. Plan to make progress – give yourself mini-deadlines to complete pieces of work (Form 6).



Section 5: Presentation and submission⁷

Portfolio presentation

- Note that you should retain a spare copy of all of your work.
- The portfolio, including the City & Guilds forms, needs to be numbered consecutively, all the way through.
- Portfolios should be presented bound with a treasury tag, with the submission form on top. You must not submit work in another bound format, or in folders, as these will not be returned to you.
- The portfolio should be submitted on A4 paper, where possible, and may be handwritten in ink, typed or word-processed.
- Correction fluid must not be used to make changes/corrections in the work. Likewise, pencil should not be used anywhere within the portfolio.
- Work should be produced using one side of the paper only.
- Your name and candidate number must appear on every page of your portfolio, including any appendices.

Appendices

Appendices should be attached only if they provide supporting evidence referred to in the main part of your portfolio. An appendix is not marked by the assessor and should not, therefore, be signposted as containing required evidence.

References and bibliographies

You *must* include written references from text to support your ideas. This enables you to express your understanding fully by linking theory to practice and showing that you can apply your learning within the setting.

The awarding bodies suggest that at level 3, learners need to provide at least two relevant references for each unit (which may come from the same textbook) and a bibliography. ‘Providing references’ means that you should write down where you got the information that you have used to produce your work.

⁷Parts of this section of the notes are adapted from the *Assessment Guidance for Tutors* booklet provided by the Preschool Learning Alliance.

A bibliography is a list of the books, magazines, articles or websites that you have used. These are the sources of information. The bibliography should provide enough detail about each source of information to enable another person to find it, and should include:

- the name(s) of the author(s)
- the year of publication
- the title
- the publisher.

The bibliography must be placed **before** the appendices, as it is part of the evidence required to achieve a pass grade.

Awarding bodies expect that whenever you refer either to the work or ideas of someone else you must acknowledge this, and if you use a direct quotation from someone else’s work you should reproduce it accurately and reference it. This means that even where you have used your own words to paraphrase someone else’s theory, reference to the source should be given in the bibliography.

Confidentiality

It is important that all work submitted retains the confidentiality of any families, children, work colleagues or any others involved. This can be achieved in the following way:

- **Either:** ensure that no names or identifiable features are mentioned in work submitted.
- **Or:** if that is not possible, because original records are being submitted, then confidential information should be blanked out. The best way to blank out confidential information is to use a dark felt tip and then photocopy the work after blanking out to ensure that the confidential information does not emerge over time. Note that you should never use correction fluid on your work.

Plagiarism

This refers to the incorporation of another person’s work by unacknowledged quotation, paraphrase or imitation, or other device in any work submitted for assessment in a way that suggests that it is the learner’s original work. If plagiarism occurs, then it is likely that you will not pass the assessment. Part of the experience of being a learner studying this unit is exchanging ideas and using the ideas of other people, provided that they are acknowledged in what is written. You will be expected to acknowledge ideas that are not your own.

Additional support

If you have additional needs and require additional support with your unit assessment, assessors will explain how this can be accessed. You can also refer to the City & Guilds website for further information on assessment: www.cityandguilds.com

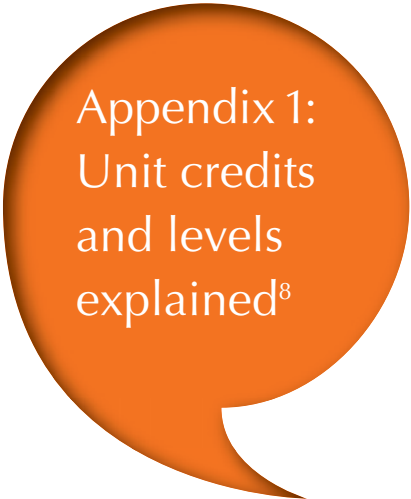
If you feel that you need additional help with any aspect of your assessment (whether you feel you have additional needs or not) then you should contact your assessor.

Complaints and other procedures

If you are unhappy about the way your award is managed, taught or assessed, please contact either your assessor or the PEAL team (hgoodwin@ncb.org.uk).

Deadlines

Assessors will give you a deadline for the submission of your work. If you cannot meet this deadline then you will be told about the arrangements for late submissions. The assessor will also inform you about the procedures for submission.



Appendix 1: Unit credits and levels explained⁸

Unit credits

The Qualifications and Credit Framework (QCF) will provide flexible routes to gaining full qualifications, and will enable qualification to be achieved in small steps. A unit within the framework is the smallest part of learning for which a credit is awarded, and credits can be put together to make a qualification.

Each of the units has a credit value that indicates the size of the unit. Credit value represents the number of credits a learner will be awarded for successfully completing the unit. One credit is awarded for those learning outcomes achievable in 10 hours of learning time. For example, as the *Engage parents in their children’s early learning* unit has 30 hours of learning time, then successful completion of the unit will lead to the award of three credits.

Unit levels

Units within the QCF also have a level (ranging from entry level to level 8), to indicate the level of difficulty – in other words, the level of a unit decides the amount of demand made on the learner. It is reflected in the range of skills and knowledge that the learner is expected to demonstrate at the end of their programme of study.

Level 3 means that the learner can:

- apply learning to a range of complex activities, demonstrating comprehension of relevant theories
- access and evaluate information independently
- analyse information and make reasoned judgements
- employ a range of responses to well-defined but often unfamiliar or unpredictable problems.

The skills required include:

- recall and application of knowledge and understanding
- analysis
- evaluation.

⁸The content of this Appendix is adapted from notes provided by awarding bodies.

In terms of knowledge and understanding, at level 3 the learner is expected to:

- use understanding of facts, procedures, ideas and theories to complete a range of complex tasks and problems
- interpret and analyse relevant information, ideas and theories
- evaluate the types of information that are relevant to the area of study or work.

In terms of processes, at level 3 the learner is expected to:

- operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills
- select from a considerable choice of procedures
- give presentations to an audience.

In terms of autonomy and accountability, the learner is expected to:

- engage in self-directed activity with guidance/evaluation
- accept responsibility for quantity and quality of work undertaken
- accept limited responsibility for the quantity and quality of the work of others.

Rules of combination

Rules of combination⁹ specify the credits that need to be achieved, through particular units, for a qualification to be awarded. Although other bodies (e.g. employers, providers) may advise learners that particular groupings of units are useful for a particular purpose (e.g. a job role), rules of combination within the QCF relate to the process of accumulating credits in order to achieve a specific qualification. To achieve the level 3 City & Guilds award in *Work with Parents*, learners should be able to demonstrate sufficient knowledge and skills in working with parents across **three** units they have selected. This could be through other relevant accredited level 3 qualifications and/or professional qualifications.

⁹For full information about all of the units available see the City & Guilds handbook for this award. Available to download from

[www.cityandguilds.com/documents/Centre%20\(Generic\)/3599_hb_v1.3.pdf](http://www.cityandguilds.com/documents/Centre%20(Generic)/3599_hb_v1.3.pdf)

For this award there is one mandatory unit (300 *Build and maintain relationships in work with parents*). This must be combined with a further 6 credits at level 3. The units available for combination, in **addition to the mandatory unit** (300), are shown in the following table.

You must complete the mandatory unit (300 *Build and maintain relationships in work with parents*) plus six further credits from:

Unit	Credit value
301 Work with parents to meet their children’s needs	3
302 Enable parents to develop ways of handling relationships and behaviour that contribute to everyday life with children	3
303 Enable parents to reflect on the influences in parenting and the parent–child relationship	6
304 Effective communication with parents	3
305 Build and maintain team relationships with colleagues engaged in work with parents	3
306 Reflect on and update own knowledge and practice	3
307 Build and maintain relationships with the wider community	3
308 Work with groups of parents	3
309 Provide services that meet parents’ needs	3
310 Preparing to Teach in the Lifelong Learning Sector (PTLLS)	6
311 Engage parents in their children’s early learning	3
312 Engage young parents in supporting their children’s learning and development	3
313 Engage fathers in their children’s early learning	3
314 Work with parents to understand and meet their own needs	3
315 Deliver services that value and respect parents	3
316 Provide environments that are sensitive to the culture, religion, gender or disability of the parents	3

Note: The unit we are doing through PEAL is highlighted.

Appendix 2:
National
Occupational
Standards
in Unit 311

Unit	National Occupational Standards
Unit 311 Engage parents in their children’s early learning	<p>WWP 310 Reflect on and update own knowledge and practice:</p> <ul style="list-style-type: none"> • WWP 310.1 Reflect on and evaluate the effectiveness of your own practice • WWP 310.2 Identify and make use of opportunities to develop and update practice and learn from the experience of others • WWP 310.3 Incorporate new knowledge, the experience of others and current thinking into own practice <p>WWP 312 Deliver services that value and respect parents:</p> <ul style="list-style-type: none"> • WWP 312.1 Listen to parents and acknowledge their feelings and experiences • WWP 312.2 Recognise parents’ strengths and help them to build on these • WWP 312.3 Promote the value and recognition of diversity in society and in parenting roles • WWP 312.4 Recognise the barriers that individual families may face and identify the support they need