

Level 2 & 3 Award/Certificate in Work with Parents

recording forms (Examples)
for centres and candidates



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Recording forms for candidate portfolios

City & Guilds has developed these recording forms, for new and existing centres to use as appropriate. Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Alternatively, City & Guilds endorses a number of electronic recording systems. For details, see www.smartscreen.co.uk/e-portfolios.

*Forms 5, 6, 7, 8, 10, 11 and 12, or approved alternatives, are a requirement. The other forms have been designed to help the assessment and recording process.

Candidate and centre details (Form 1)

Form used to record candidate and centre details and the units/qualifications being assessed. This should be the first page of the candidate portfolio.

Contact details and signatures (Form 2)

Form used to record details and signatures of assessor(s) and internal verifier(s).

Candidate résumé (Form 3)

Form used if the candidate does not have an appropriate Curriculum Vitae (CV) for inclusion in the portfolio.

Skill scan (Form 4)

Form used to record the candidate's existing skills and knowledge.

Expert/witness status list (Form 5)*

Form used to record the details of all those who have witnessed candidate evidence.

Assessment plan, review and feedback form (Form 6)*

Form used to record unit assessment plans, reviews and feedback to the candidate. The form allows for a dated, ongoing record to be developed.

Performance evidence record (Form 7)*

Form used to record details of activities observed, witnessed or for which a reflective account has been produced. For some an alternative record may be provided in the assessment and standards requirements and/or the qualification handbook.

Questioning record (Form 8)*

Form used to record the focus of, and responses to, assessor devised questions.

Professional discussion record (Form 9)

Form used to record the scope and outcome of professional discussion if it is used

Evidence location and summary sheet (Form 10)*

Form used to identify what requirements each piece of evidence covers and where it is located, including questioning records which are held elsewhere (for example, because they were conducted online).

Unit assessment and verification declaration (Form 10)*

Form used on completion of each unit to meet the QCA requirement for a statement on authenticity. If this form is **not** used, there must be a written declaration, at unit level, signed by the assessor and the candidate, that the evidence is authentic and that the assessment was conducted under the specified conditions or context. (See *Ensuring Quality, Edition 14, page 10.*)

Summary of achievement (Form)*

Form used to record the candidate's on-going completion of units and progress to final achievement of the complete unit and/or qualification.

Please photocopy the forms as required.

Form 1 Candidate and centre details

Qualification/unit title

Work with Parents

City & Guilds number

3	5	9	8
---	---	---	---

0	3
---	---

 Level

3

Candidate name

Ann Candidate

Candidate contact details

123, The Street, Beetown, Cee, DD1 1AB

City & Guilds candidate enrolment number

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Date enrolled with centre

1	0	/	1	2	/	0	8
---	---	---	---	---	---	---	---

Date registered with City & Guilds

1	5	/	1	2	/	0	8
---	---	---	---	---	---	---	---

Centre name

Pre-school Learning Alliance

Workplace/assessment name

Busy People Pre-school

Centre number

0	0	3	1	7	4
---	---	---	---	---	---

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Centre address

Pre-school Learning Alliance

The Fitzpatrick Building

188 York Way

London N7 9AD

Workplace/assessment address

The Community Centre

Upper Street

Beetown

Cee, DD2 2CD

Centre contact/quality assurance co-ordinator (QAC) name

Annie Simpson

Centre contact/quality assurance co-ordinator (QAC) contact details

At above address. Tel 020 7697 2505

Centre contact/quality assurance co-ordinator (QAC) email address

anne.simpson@pre-school.org.uk

Helpline contact

Heather Goodwin

telephone number: 020 7843 6100

email: HGoodwin@ncb.org.uk

Form 2 Contact details and signatures



(Qualification and/or unit title)
C&G 3598 Work with parents

Candidate name Ann Candidate

Signature **A. Candidate**

Internal verifier name Ivy Moderator

Position **Staff Tutor, Pre-school Learning Alliance**

Where to contact ivy.moderator@pre-school.org.uk

Signature **I.V Moderator**

Workplace manager name Carol Leader

Position **Pre-school Leader**

Where to contact **Busy People Pre-school, Beetown, Cee, DD2 2CD**

Signature **C A Leader**

1 Assessor name **Alice Peal-Trainer**
~~work-based / peripatetic / independent*~~ (*delete as necessary)

Position **Independent trainer**

Assessing which unit(s)

Where to contact a.peal_trainer@peal.org.uk

Signature **A. B. Peal-Trainer**

2 Assessor name
~~work-based / peripatetic / independent*~~ (*delete as necessary)

Position

Assessing which unit(s)

Where to contact

Signature

Form 3 Candidate résumé



Name **Ann Candidate**
Address **123 The Street
Beetown
Cee DD1 1AB**

Candidates may have their own up-to-date CV available – in which case this can be inserted to stand for this.

Telephone Number **01234 56789**

Date of birth **1 / 1 / 1975**

Education (School attended and dates)

**Beetown High School 1986 - 1991
Beetown College 1991-93
Cee Adult and Community Learning 2000-01 and 2003-04**

Qualifications gained (and dates)

**6 GCSEs (A-C)
B-TEC Business administration**

**Cache Level 2 Certificate in Pre-school Practice
Cache Level 3 Diploma in Pre-school Practice (Grade C)**

Employment history and/or voluntary work

**Administration, The Electricity Company 1993-97
Career break 1997 - 1999
Pre-school Assistant, Busy People Pre-school 1999 - 2002**

Current work role and main responsibilities

Deputy Pre-school Leader, Busy People Pre-school (from 2002)

- **SENCO**
- **Supporting curriculum development**
- **Managing parent:pre-school responsibilities**

Courses attended in the last 5 years

**SEN Code of Practice 2004
Early Support 2007
PEAL training 2007**

Interests

**Coaching swimming for children
Family History
Gardening**

Candidate name **Ann Candidate**

Unit ref	Do you currently do this? Provide examples (if possible)	Have you evidence of doing this in the past? Provide examples (if possible)
LO 1	<p>Understand how to work in partnership with parents to support their children's early learning.</p> <p>Daily talks with parents about their children's routines, needs, activities and play.</p> <p>Children's portfolios, observations by staff, photos, observations 'round-up' and future planning. Provide articles for parents on children's play and how they develop.</p>	<p>Parent signature</p> <p>J Parent</p>

Relevant qualifications held
<p>Diploma in Pre-school Practice</p> <div data-bbox="782 1008 1220 1265" style="border: 1px solid black; background-color: #ffffcc; padding: 5px; margin: 10px auto; width: fit-content;"> <p>This section could include relevant training courses / CPD. These may be a more normal form of specific training in the parenting practitioner sector.</p> </div>

Further training/experience needed
<p>I need to look further in to barriers to participation, including financial, physical, language, social and emotional barriers - perhaps by doing some reading or talking to colleagues.</p>

Attach additional sheets as required

AC

Candidate name **Ann Candidate**

Unit ref	Do you currently do this? Provide examples (if possible)	Have you evidence of doing this in the past? Provide examples (if possible)
LO 2	<p>Explain the policy context and research that underpins parental involvement in their children's early learning.</p> <p>Stay and Play Project</p>	<p>Reflective diary</p>

Relevant qualifications held
<p>Stay and play project induction 2005</p>

Further training/experience needed
<p>Read PEAL reader – follow up internet searches</p> <p>Pugh and D'Ath 1989</p> <p>Whalley and the Pen Green Team 2001</p>

Attach additional sheets as required

AC

Candidate name **Ann Candidate**

Unit ref	Do you currently do this? Provide examples (if possible)	Have you evidence of doing this in the past? Provide examples (if possible)
LO 3	Understand the barriers to parents being involved in their children's early learning and develop strategies to help overcome these barriers.	

Relevant qualifications held

Further training/experience needed

Attach additional sheets as required

AC

Candidate name **Ann Candidate**

Unit ref	Do you currently do this? Provide examples (if possible)	Have you evidence of doing this in the past? Provide examples (if possible)
LO4	Use reflection to challenge and develop existing practice in working with parents to support their children's early learning.	

Relevant qualifications held

Further training/experience needed

Attach additional sheets as required

Form 5 Expert / witness status list



Qualification title/unit title

3598 Work with parents

Candidate name

A Candidate

Please ensure that all witnesses who have signed the candidate's evidence or written a report are included on this witness status list. All necessary details must be included and signed by the witness as being correct.

Name and contact address of witness	Witness status	Professional relationship to candidate	Unit/s witnessed	Witness signature	Date
Carol Leader	2	Line manager	006	C A Leader	14/03/09
Jan Parent	4	Parent	011	J Parent	13/03/09
Ali Another-Parent	4	Parent	016	A Another-Parent	13/03/09

Witness status categories

- | | |
|---|--|
| 1 Occupational expert meeting specific qualification requirement for role of Expert Witness | 3 Non expert familiar with the standards |
| 2 Occupational expert not familiar with the standards | 4 Non expert not familiar with the standards |

Assessor signature
(photocopy as required)

A. B. Peal-Trainer

Date **27 / 03 / 09**

Form 6 Assessment plan, review and feedback



Candidate name **Ann Candidate**

Assessor name **Alice Peal-Trainer**

Unit number/s and title/s

This record can be used for single and multiple unit planning

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
3 rd Jan 09	<p>Plan</p> <ul style="list-style-type: none"> • Draft reflective account (relationship building and communications strategies) • Draft account work with x (barriers) • Start reflective diary - make sure that you're making your witnesses aware of the need for their authenticating signature <p>By 15th January</p>	<p>A. Candi date A. B. Peal-Trainer</p>	
16 th Jan 09	<p>Feedback</p> <p>Thanks for completing this work to the timetable we planned. You've made a good start. Your draft case study is a very strong piece. You should be feeling confident about completing this unit successfully.</p> <p>A few suggestions (as discussed today):</p> <ul style="list-style-type: none"> • I think you could build on your Skills Scan – remember this could also provide useful evidence • You should now ensure that AC 1.1 and AC 1.3 are clear in your Reflective Account. • You will be trying to use your diary creatively – it's good to make regular entries, but don't make this a burden if you don't feel you have anything to write. You could get more from thinking about an issue for a few days and then writing this process up. 	<p>A. Candi date A. B. Peal-Trainer</p>	<div data-bbox="1149 1150 1425 1360" style="border: 1px solid black; background-color: #00FFFF; padding: 5px;"> <p>Evidence references - page numbers added when portfolio is complete</p> </div>
16 th Jan 09	<p>New plan</p> <ul style="list-style-type: none"> • Redraft Skills Scan to bring in the further evidence we discussed • Update and extend reflective account to include the AC1.1 and 1.3 issues discussed • Aim at making diary entries at least once per week <p>By 6th February 08</p>	<p>A. Candi date A. B. Peal-Trainer</p>	

Date	Assessment planning, review, feedback and judgement record	Candidate and assessor signatures	Evidence reference
20 th Feb 09	<p>Your reflective account now meets the assessment criteria as planned. Well done. You can also include the questionnaires you have produced for parents as evidence of work products. We can meet any remaining assessment criteria by a telephone question and answer session.</p> <p>New plan</p> <ul style="list-style-type: none"> • Send examples of work products • Ask witnesses to sign evidence and send to me • Telephone discussion booked for 1st March • Reference your work to the assessment criteria in a column down the right hand side of your work. 	<p>A. Candi date A. B. Peal- Trainer</p>	

The above is an accurate record of the discussion

Candidate signature: A. Candidate

Date: 16/03/09

Assessor signature: A. B. Peal-Trainer
(photocopy as required)

Date: 16/03/09

Form 6 practice

Complete a new Form 6 to cover each short plan period throughout the assessment process. Aim to be in contact to review progress at least monthly.

Assessors – on 1st of month please send copies of Form 6s that you and the candidate have completed in the previous month to the assessment centre.

This will help to ensure that there is a record of progress in case original evidence is lost or mislaid.

Form 7 evidence record



Qualification / unit **C&G 3598 Work with parents**

Candidate name **Ann Candidate**

Use this form to record details of activities (tick as appropriate)

- observed by your assessor
- seen by expert witness
- seen by witness
- self reflective account

Evidence ref(s):

Unit number(s):

NB Your assessor may wish to ask you some questions relating to this activity. There is a separate sheet for recording these. The person who observed/witnessed your activity must sign and date overleaf.

			Date of Activity: 23 rd February 2009	Links to
Unit	Learning Outcome	Practical skills	Evidence - Report	Underpinning knowledge / standing ref
016	1 2		<p>I discussed the plans for end of term parents' evening at pre-school, with Carol. I suggested that we make sure that we held this session at a time when parents, including those who are working through the day, were likely to be able to come.</p> <p>.....</p> <p>I agreed to make sure that we made a separate appointment in the morning for Angela (Jamie's Mum) because she would be at work, and just off night-shift in the morning when she drops him off.</p> <p>.....</p> <p>I led a session on some family learning ideas at the staff meeting. We decided to do a display on helping your child learn at home. We encouraged staff to talk to parents about the idea of having a 'Dads and Kids' session on a Saturday morning next term - maybe doing some big junk sculpture and photography of what is created.</p> <p>.....</p> <p>I confirm that the above is a true record</p> <p>C A Leader</p>	<p>K16.1.2</p> <p>K16.2.3</p> <p>K16.2.4</p> <p>AC</p>

Evidence record (continued)

Unit	Learning Outcome	Practical skills	Evidence	Knowledge / under-standing ref
016	3, 4, 2		<p>Case study</p> <p>I confirm that the case study is a true record J Parent</p>	

I confirm that the evidence listed is my own work and was carried out under the conditions and context specified in the standards.

Candidate signature **A. Candidate**
15/03/09

Date

Assessor/~~Expert Witness~~* signature **A. B. Peal-Trainer**
C A Leader J Parent
Date **27/03/09**

*delete as appropriate

Internal Verifier signature (if sampled): **I.V Moderator**

Date **08/04/09**

(photocopy as required)

QCF Test and trial / unit **C&G 3598 Work with parents - Unit 016 Work with parents to support their children's early learning**

Candidate name **Ann Candidate**

Links to: unit/learning outcome/ Practical skills/underpinning knowledge	Assessor's questioning record	
	Questions	Answers
4.1	<p>In relation to promoting activities that parents might use at home to promote their children's early learning, how did you prepare for parents' evening?</p> <p>And how did you make the connection between the display and what could be done at home?</p>	<p>I planned and made a small display of some of the books we read at pre-school.</p> <p>We made a recording of the children singing some favourite songs, and we left out sheets with the words on for parents to take away.</p> <p>The children also cooked some biscuits, and we served these with tea and coffee, alongside photographs of the children making the biscuits.</p> <p>I made signs saying: "These are stories we love to listen to" "Why not try these songs at home? Your child can teach you how the music goes" "Taste the yummy biscuits we made! - it was fun! can we make these at home?"</p> <p>Some staffs talked about the activities and encouraged parents to try the activities out at home.</p>

AC

4.3	What would you change if you tried this format for parents' evening again?	<p>I needed to give the staff more time to prepare and feel confident.</p> <p>Jamie's Mum was not able to attend. She was tired after her shift. I should ask her what time would be convenient for her, rather than make assumptions.</p>
2.1	Can you explain how the PEAL model informs your practice	<p>After the end of term event I was determined to build on some of the conversations I'd had with parents. I knew that the PEAL model includes the importance of genuine learning partnerships. I talked to Jan and Ali about what they do at home with their children. They had some really good ideas. Jan said that Alfie (her son) is very keen on wheeled toys at the moment and was picking out round shapes in one of her magazines at home. I said that was could build on that at pre-school and I suggested a 'round' project in the pre-school planning session at the end of the week.</p>

The above is an accurate record of the questioning.

Assessor signature **A. B. Peal-Trainer**

Date **27/03/09**

Internal Verifier signature (if sampled): **I.V Moderator**

Date **08/04/09**

(photocopy as required)

Form 9 Professional discussion record



Candidate name:

QCF Test and trial:
.....

Assessor name:

Areas to be covered within the discussion	Unit/learning outcome/practical skills refs	Unit/s underpinning knowledge refs
Outline record of discussion content (continues overleaf, use additional sheets as required)		Counter ref (if recording used)

Professional discussion record (continued)

Outline record of discussion content (use additional sheets as required)	Counter ref (if recording used)
Start time: Finish time:	
The above is an accurate record of the discussion. Candidate signature: Date: Assessor signature: Date: Internal Verifier signature (if sampled): Date:	

(photocopy as required)

Form 10 Evidence location and summary sheet – version 1



Candidate name **Ann Candidate**

Unit/learning outcome number/title **LO1 Understand how to work in partnership with parents to support their children's early learning**

Item of evidence	Loc.	Ref	Link to practical skills (✓)										Link to underpinning knowledge ref		
			1	2	3	4	5	6	7	8	9	10			
Practice journal	P - Page 31	16.1. 1													K16.1.1
Questioning record	P - Page 18	16.1. 3	<div style="background-color: yellow; padding: 5px; border: 1px solid black;"> Practical skills are not assessed in unit 16. These columns should be blank. </div>												
Performance evidence record	P - Page 16	16.1. 2													

Location key: p = portfolio, o = office (add further categories as appropriate), F8 = Form 8 Questioning Record

Form 10 Evidence location and summary sheet – version 1



Candidate name **Ann Candidate**

Unit/learning outcome number/title **LO2 Explain the policy context and research that underpins parental involvement in their children's early learning**

Item of evidence	Loc.	Ref	Link to practical skills (✓)										Link to underpinning knowledge ref		
			1	2	3	4	5	6	7	8	9	10			
Reflective account	P - Page 28	16.2													K16.2
Case study	P - Page 29	16.2.3													K16.2.3

Practical skills are not assessed in this unit. These columns should be blank.

Location key: p = portfolio, o = office (add further categories as appropriate), F8 = Form 8 Questioning Record

(photocopy as required)

Form 10 Evidence location and summary sheet – version 1



Candidate name **Ann Candidate**

Unit/learning outcome number/title **LO3 Understand the barriers to parents being involved in their children's early learning and develop strategies to help overcome these barriers**

Item of evidence	Loc.	Ref	Link to practical skills (✓)										Link to underpinning knowledge ref	
			1	2	3	4	5	6	7	8	9	10		

Practical skills are not assessed in this unit. These columns should be blank.

Location key: p = portfolio, o = office (add further categories as appropriate), F8 = Form 8 Questioning Record

(photocopy as required)

AC

Form 10 Evidence location and summary sheet – version 1



Candidate name **Ann Candidate LO4 Use reflection to develop existing practice in working with parents to support their children's early learning**

Unit/learning outcome number/title	Loc.	Ref	Link to practical skills (✓)										Link to underpinning knowledge ref			
			1	2	3	4	5	6	7	8	9	10				
Parent questionnaire (work product)	P- Page 39	16.4. 1														K16.4
Reflective account	P- Page 28	16.4. 3	Practical skills are not assessed in this unit. These columns should be blank.													

Location key: p = portfolio, o = office (add further categories as appropriate), F8 = Form 8 Questioning Record

(photocopy as required)

AC

Form 12 Summary of achievement



City and Guilds 3598 Unit 016 Work with parents to support their children's early learning

Candidate name **Ann Candidate**

City & Guilds enrolment no

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Centre number

0	0	3	1	7	4
---	---	---	---	---	---

Centre name **Pre-school Learning Alliance**

Unit	Title	Date internally verified	Most used types of evidence <i>(use key below)</i>	Assessor signature <i>(if there is a second line assessor – both must sign)</i>	Candidate signature	IV signature <i>(If there is a second line IV - both must sign)</i>	EV signature <i>(if sampled)</i>
016	Work with parents to support their children's early learning	08/04/09	9, 4	A. B. Peal-Trainer	A Candidate	I.V Moderator	Evelyn Verifier

Positive assessment outcomes have been achieved by the candidate for all the units/qualifications above. The conditions applying to the assessment of these units fully meet all the associated requirements.

Internal verifier signature ... **I.V Moderator**

Date **30/03/09**

Key for most used evidence type:

1. observation 2. expert witness testimony 3. witness testimony 4. work products 5. questioning 6. professional discussion 7. simulation 8. accreditation of prior experience/learning 9. assignments, projects/case studies (photocopy as required)

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