

# Level 2 Certificate for the Children & Young People's Workforce (4227-01) (ENGLAND)

**Qualification handbook for centres**  
**500/9457/9**  
Mandatory units



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# **Level 2 Certificate for the Children & Young People's Workforce (4227-01)**

**Qualification handbook for centres**

Mandatory units

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# 1. Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

<b>Qualification title and level</b>	Level 2 Certificate for the Children & Young People's Workforce
<b>City &amp; Guilds qualification number</b>	(4227-01)
<b>Qualification accreditation number</b>	500/9457/9
<b>Last registration date</b>	31/07/2013
<b>Last certification date</b>	31/07/2015

This qualification meets the needs of candidates who work or want to work in a wide range of children and young people's settings covering the age range 0-19 years for example in the roles of:

- Care Worker
- Childminder
- Nursery Nurse
- Youth and Community Worker

This qualification replaces the City & Guilds Level 2 NVQ and Certificate in Children's Care, Learning and Development (3171/3177).

## Aim and purpose of the qualification

The Level 2 Certificate is a generic qualification that will be relevant across the Children and Young People's Workforce. It is mapped to the CWDC Induction Standards and the CCLD National Occupational Standards and its main purpose will be to act as a bridging qualification towards the Level 3 Children and Young People's Workforce Diploma. The qualification will also provide an inclusive pathway for entrants to the workforce across the Children's workforce. It will confer occupational competence to work under supervision and enable practitioners to count in the ratio at level 2 identified in the Statutory Framework for the Early Years Foundation Stage. This qualification will form part of the apprenticeship.

This qualification has been designed to:

- provide a broad understanding of the children and young people's workforce sector and an introduction to the practical skills and knowledge required
- provide an awareness of the range of jobs and work settings in the children and young people's sector
- enable learners to make an informed assessment of their own aptitude for work in this sector and to make informed decisions about careers
- encourage learners to reach a level of knowledge and skills that will facilitate progress into further vocational learning or to potential employment in the sector
- introduce learners to the discipline of the working environment and to encourage mature attitudes to the community in general
- encourage learners to value continued learning and remain in the learning process
- allow learners to learn, develop and practise selected skills required for progression in the sector

- provide opportunities for progression to the Level 3 Diploma and other related qualifications in the sector.

## **Key purpose and principles and values of the sector**

The key purpose for those working in children's care learning and development has been identified by the SSBs to be:

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

Implicit in this statement is the core assumption that the human rights of these people will be safeguarded at all times.

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

### **Principles**

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

### **Values**

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

In order to be assessed as competent candidates must demonstrate that they work within the context of the principles and values of the sector. Assessors will be expected to confirm this by signing the declaration form, Unit assessment and verification declaration.

## 1.1 Qualification structure

To achieve the Level 2 Certificate for the Children & Young People's Workforce, learners must achieve 31 credits from the mandatory units and a minimum of 4 credits from the optional units available.

**Minimum** Guided Learning Hours (GLH) are 267.

**Maximum** Guided Learning Hours (GLH) are 280.

The table below illustrates the unit titles, the credit value of each unit and the title of the qualification, which will be awarded to candidates successfully completing the required combination of units and/or credits.

This handbook contains the mandatory units only. Optional units can be found in a separate document.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>	<b>Knowledge/ Competence unit</b>
F/601/5465	Unit 001	Introduction to Communication in Health, Social Care or Children's and Young People's Settings	Mandatory	3	Competence
L/601/5470	Unit 002	Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings	Mandatory	3	Competence
R/601/5471	Unit 003	Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	Mandatory	2	Competence
H/601/3305	Unit 004	Child and Young Person Development	Mandatory	2	Knowledge
Y/601/3236	Unit 006	Contribute to the Support of Child and Young Person Development	Mandatory	3	Competence
K/601/3323	Unit 007	Safeguarding the Welfare of Children and Young People	Mandatory	3	Knowledge
J/601/3491	Unit 009	Contribute to Children and Young People's Health and Safety	Mandatory	3	Competence

T/601/7407	Unit 010	Support Children and Young People's Positive Behaviour	Mandatory	2	Competence
H/601/3496	Unit 011	Contribute to the Support of Positive Environments for Children and Young People	Mandatory	3	Competence
M/601/3498	Unit 012	Understand Partnership Working in Services for Children and Young People	Mandatory	2	Knowledge
D/601/7403	Unit 014	Maintain and Support Relationships with Children and Young People	Mandatory	3	Competence
F/600/2036	Unit 015	Paediatric Emergency First Aid	Mandatory	1	Competence
J/600/2037	Unit 016	Managing Paediatric Illness and Injury	Mandatory	1	Competence

**See separate handbook for the following units (optional units).**

D/601/6526	Unit 017	Support Children and Young People with Disabilities and Special Educational Needs	Optional	4	Competence
T/601/6564	Unit 018	Support Children and Young People's Play and Leisure	Optional	3	Competence
A/601/6517	Unit 019	Support Children and Young People at Meal or Snack Times	Optional	3	Competence
M/601/3310	Unit 020	Contribute to the Support of Children's Communication, Language and Literacy	Optional	2	Competence
H/601/3336	Unit 021	Contribute to the Support of Children's Creative Development	Optional	2	Competence
L/601/1693	Unit 022	Understand Child and Young Person Development	Optional	4	Knowledge

R/601/1694	Unit 024	Promote Child and Young Person Development	Optional	3	Competence
Y/601/1695	Unit 025	Understand How to Safeguard the Wellbeing of Children and Young People	Optional	3	Knowledge
D/601/1696	Unit 027	Support Children and Young People's Health and Safety	Optional	2	Competence
H/601/1697	Unit 028	Develop Positive Relationships with Children, Young People and Others Involved in their Care	Optional	1	Competence
K/601/1698	Unit 029	Working Together for the Benefit of Children and Young People	Optional	2	Competence
M/601/1699	Unit 030	Understand How to Support Positive Outcomes for Children and Young People	Optional	3	Knowledge
M/600/9807	Unit 032	Support the Creativity of Children and Young People	Optional	3	Competence
F/600/9777	Unit 033	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	Optional	5	Knowledge
M/601/2884	Unit 035	Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	Optional	3	Knowledge
H/601/5474	Unit 117	Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings	Optional	1	Knowledge

## 1.2 Opportunities for progression

This Certificate will enable progression within and between levels.

Laterally it will allow candidates who complete the requirements for a Certificate to take up continuing professional development opportunities through the optional units.

Vertically it will allow movement up to another level and across sectors.

This new suite of units will support progression in/to employment in the following areas:

- Early Years
- Health and Social Care
- Playwork
- Teaching and education welfare
- Youth and community work

## 1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

<b>Description</b>	<b>How to access</b>
Assignment guide for centres	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assignment guide for candidates	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Marking guide	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Community & Society Guidance updates	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Fast track approval forms	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
SmartScreen available from 1 Sept 2010	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>
City & Guilds official candidate textbook: Publication early 2011	<a href="http://www.cityandguilds.com/publications">www.cityandguilds.com/publications</a>

## 2. Centre requirements

This section outlines the approval processes for centres to offer this qualification and any resources that centres will need in place to offer the qualifications including qualification-specific requirements for centre staff.

### 2.1 Centre Approval

#### Centres new to City & Guilds

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to **Appendix 2** for further information.

#### Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification, Level 2 NVQ and the Certificate in Children's Care, Learning and Development, will receive automatic approval for the new Level 2 Certificate for the Children & Young People's Workforce (4227-01).

#### Existing City & Guilds centres

Those City & Guilds centres already approved to deliver City & Guilds qualifications will need to go through qualification approval. Please refer to **Appendix 2** for further information.

### 2.2 Human resource

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Coordinator
- Trainer/Tutor
- Assessor (occupationally competent and occupationally knowledgeable)
- Internal Verifier

Please note that centre staff are not expected to have had experience of working across the entire 0 – 19 years age range but are expected to update their knowledge through continuing professional development.

Centre staff may undertake more than one role, eg tutor and assessor or Internal Verifier, but must never internally verify their own assessments.

#### Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

## 2.3 Role requirements

### Assessor requirements

The Assessors of competence based units must:

- Be occupationally competent - this means that each assessor must be able to carry out the full requirements within the competency units that they are assessing. Occupational competence means that they are also occupationally knowledgeable.
- Maintain their occupational competence through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the following qualifications:
  - D32//D33 or A1
  - The AI replacements (e.g. City & Guilds 6317 which includes the Level 3 Award in Assessing Competence in the Work Environment or the Level 3 Certificate in Assessing Vocational Achievement)
  - Another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the External Verifier

Assessors of competence based units may also make assessment decisions on knowledge based unit and learning outcomes.

Assessors of knowledge based units and knowledge based Learning Outcomes must:

- Be occupationally knowledgeable. This means that each assessor should possess relevant knowledge and understanding to assess units designed to test specific knowledge and understanding or units where knowledge and understanding are components of competency.
- Maintain their occupational knowledge through clearly demonstrable continuing learning and professional development.
- Hold or be working towards one of the A1 replacement qualifications such as the City & Guilds 6317:
  - Level 3 Award in Assessing Vocational Competence OR
  - Level 3 Award in Assessing Vocationally Related Achievement OR
  - Level 3 Certificate in Assessing Vocational Achievement OR
  - Another suitable qualification in the assessment of knowledge. This must be agreed in advance with the External Verifier

### Teachers/Trainers/Tutors

All teachers/trainers/tutors must:

- comply with the ITT Regulations 2007 (QTLS/ATLS) where they are delivering qualifications in England using public funding . For further information visit [www.cityandguilds.com/qtls](http://www.cityandguilds.com/qtls)
- have occupational expertise relevant to the units they are teaching
- be occupationally knowledgeable in the areas for which they are teaching/delivering training
- have experience of providing training and assessment or be in the process of acquiring this experience.

### Expert Witness

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR

- a professional work role which involves evaluating the every day practice of staff.

### **Internal verifiers/Internal Quality Assurance**

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those performing the internal quality assurance role must be occupationally knowledgeable and possess the skills necessary to make quality assurance decisions.

Although it is not a requirement to hold a qualification to quality assure this qualification, City & Guilds recommends that it is best practice to hold a V1 qualification or a suitable alternative.

Suitable alternatives include:

- D34 or V1
- The V1 replacements (e.g. the City & Guilds 6317 such as the:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice OR
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

If the Internal Verifier does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's QA or IV standards which clearly link to V1 or other equivalent standards for Internal Quality Assurance.

### **Guidance for the Assessment and Verification for Imported Units**

Where units have been developed by Sector Skills Councils or Standard Setting Bodies other than Skills for Skills for Care & Development any specific assessment requirements will be detailed in the unit itself.

## **2.4 Candidate entry requirements**

There are no formal entry requirements for candidates undertaking this Certificate. However, centres must ensure that candidates have the potential and opportunity to gain evidence for the qualification in the work place.

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Candidates should choose optional units that are appropriate to their chosen work role.

### **Age restrictions**

This Level 2 Certificate is not approved for the use of those who are under 16 years of age, and City & Guilds cannot accept any registrations for candidates in this age group. There may also be age restrictions placed on individuals when undertaking certain work activities within the childcare sector. These too should be clarified with the appropriate regulator in their home nation where there is uncertainty about such restrictions.

### **Other legal considerations**

The following legal considerations apply to this qualification.

Candidates entering the children and young people workforce may be legally required to undergo formal record check relevant to their home nation prior to taking up any employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular work area are fully met. As the requirements vary between sectors and countries checks should be made with the appropriate regulatory body and/or government departments if centres, employers or placement providers are uncertain of the requirements.

## **2.5 Guidance for the assessment and verification for imported units**

### **TDA units**

These principles are derived from those developed by Skills for Care and Development (SfCD) and apply to those units developed by the TDA.

## **2.6 Assessment decisions**

Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.

Competence based assessment must include direct observation as the main source of evidence.

Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.

Expert witnesses can be used for direct observation where:

- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature.
- have EITHER any qualification that includes assessment of workplace performance AND/OR a professional work role which involves evaluating the everyday practice of staff

The use of expert witnesses should be determined and agreed by the assessor. Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.

## **3. Course design and delivery**

### **3.1 Initial assessment and induction**

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

### **3.2 Recommended delivery strategies**

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

In particular, staff should consider the skills and knowledge related to the national occupational standards. The relationships to the relevant NOS can be found in each unit.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualification. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability

City & Guilds recommends that, where appropriate, when designing and delivering the course centres should also consider links to the National Occupational Standards, functional skills and other related qualifications.

### **3.3 Data protection, confidentiality and legal requirements**

#### **Data protection and confidentiality**

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Centres offering these qualifications may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in Providing City & Guilds qualifications.

### **Confidential records used as evidence**

Candidates may quite appropriately cite confidential records as evidence in their qualification as long as the parent, or their advocate, has given written and informed consent for records to be used for this purpose.

Confidential records should never be included in candidates' portfolio of evidence and should be examined in-situ by the qualified occupationally competent assessor. Assessors/candidates should describe and record what evidence such documents should provide and where the evidence is located.

External Verifiers may wish to discuss such evidence with the centre as part of the verification process, but would not normally require sight of confidential records.

However, in the unlikely event that the EV should have concerns about the quality of such evidence, they will, after discussion and agreement with their lead verifier, acquaint the centre management with their concerns, and seek consent to access such records from the organisation which has responsibility for the safe keeping of the particular confidential records in question.

### **Images of minors being used as evidence**

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualifications the approved centre and the candidates have responsibilities in terms of meeting child protection legislation.

It is the responsibility of the approved centre to inform the candidate of the following:

- The need for the candidate to obtain permission from the minor's parent/guardian prior to collecting the evidence
- The purpose of the use of photographs or video recordings
- The period of time for which the photographs or video recordings are to be kept
- Their obligation to keep photographs or video recordings secure from unauthorised access
- Their obligations relating to storage of the photographs or video recordings which are kept electronically, and the associated security of using electronic systems
- Associated child protection legislation

## 4. Assessment

### 4.1 Summary of assessment methods

This competence-based qualification is designed to be assessed in the candidate's workplace as they undertake their normal work role.

The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

The majority of assessment for this competence-based qualification will take place in the workplace under real work conditions, using observations by a qualified assessor and/or testimony from an expert witness, work products etc. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

#### Guidance on providing evidence for the extended age ranges

This diploma applies to learners who are working with children and young people from 0-19 years. It is important to note that the requirement for the extended age range focuses on **knowledge** not competence. Learners need to have **knowledge and understanding** of children's development 0-19 years but are only expected to demonstrate competence for the age range for which they normally work.

Centre staff are not expected to have experience of working across this entire age range but **are** expected to up date their knowledge through continuing professional development.

#### Competence based units

There will be a combination of assessment methods for this qualification which meets competence units. Direct observation of candidate's performance by a qualified occupationally competent assessor and the assessor's judgement on testimony from an Expert Witness Testimony are the **main methods of assessment and main source of evidence**. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

#### Knowledge based units

Learners may choose to undertake the knowledge one of two ways,

- portfolio of evidence, using diverse range of assessment methods
- Externally set and internally verified assignments

The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

This qualification is internally assessed and externally verified. Independence of assessment is achieved via robust external and internal verification processes, supported by City & Guilds reporting systems, which identifies areas of risk for each centre.

### 4.2 Observation requirements

The prime source of evidence for competency based learning outcomes within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely, expert witnesses may provide testimony for the occupationally specific units.

## Additional assessment methods or evidence sources

**In addition to observation, assessors should identify an appropriate mix of other assessment methods from the list below, to ensure that all the assessment criteria are sufficiently evidenced to allow them to make the consistency of the candidate's practice for each unit.**

- **Expert witnesses** may observe candidate practice and provide testimony for competence based units which will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their candidate she/he will identify an expert witness in the workplace, who will provide testimony of the candidates work based performance.
- **Work products** can be any relevant products of candidates' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- **Professional discussion** should be in the form of a planned and structured review of candidates' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that candidates can evaluate their knowledge and practice across the qualification.
- **Candidate/ reflective accounts** describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that candidates' can evaluate their knowledge and practice across the activities embedded in this qualification.
- **Questions** asked by assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- **Witness testimonies.** These should be from people who are in a position to provide evidence of candidate competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.
- **Projects/Assignments.** Candidates may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used
- **Case studies** must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

NB Confidential records must not to be included in candidates' portfolios but must be referred to in the assessment records.

### 4.3 Assignments

Assignments may be found in the City & Guilds assignment guides (Assignment Guide for Centres and Centre Guide for Candidates), which are accessible as a free download from [www.cityandguilds.com](http://www.cityandguilds.com). These are **suggested** assessments only and centres may decide that some candidates do not have the necessary skills to carry out an assignment. In these cases, a portfolio of evidence may be submitted.

- Centre staff should guide candidates to ensure excessive evidence gathering is avoided.
- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

Refer to the assignment guides for further guidance. The list of assignments provided for this qualification are listed below.

<b>Unit No.</b>	<b>Level</b>	<b>Title</b>	<b>Assessment Method</b>
004	2	Child and Young Person Development	Assignment 4227-005 Externally set assignment, covering all Learning Outcomes, locally marked, internally and externally verified. Graded as pass/refer only.
007	2	Safeguarding the Welfare of Children and Young People	Assignment 4227-008 Externally set assignment, locally marked and externally verified. Graded as pass/refer only.
012	2	Understand Partnership Working in Services for Children and Young People	Assignment 4227-013 Externally set assignment, locally marked and externally verified. Graded as pass/refer only.
022	3	Understand Child and Young Person Development	Assignment 4227-023 Graded as DMPX (Distinction/Merit/Pass/Fail) Externally set assignment, locally marked and externally verified.
025	3	Understand How to Safeguard the Wellbeing of Children and Young People	Assignment 4227-026 Graded as DMPX (Distinction/Merit/Pass/Fail) Externally set assignment, locally marked and externally verified.
030	3	Understand How to Support Positive Outcomes for Children and Young People	Assignment 4227-031 Graded as DMPX(Distinction/Merit/Pass/Fail) Externally set assignment, locally marked and externally verified.
033	4	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	Assignment 4227-034 Graded as DMPX(Distinction/Merit/Pass/Fail) Externally set assignment, covering all Learning Outcomes, locally marked, internally and externally verified.
035	3	Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	Assignment 4227-036 Graded as DMPX (Distinction/Merit/Pass/Fail) Externally set assignment, covering all Learning Outcomes, locally marked, internally and externally verified.
117	2	Introduction to Duty of Care in Health, Social Care or Children's and Young People's Settings	Assignment 4227-118 Externally set assignment, covering all Learning Outcomes, locally marked, internally and externally verified. Graded as pass/refer only.

## **4.4 Evidence requirements**

### **Competence evidence requirements**

Detailed additional guidance is provided on a unit basis for the use of these and all other acceptable performance assessment methods. Notes on assessment methods, evidence requirements and sources of evidence are also provided on pages 17 – 18 of this handbook.

The structure of this qualification makes it unlikely that any one assessor will have the necessary vocational competence to be able to assess every unit. Therefore the use of experts, able to contribute to candidate's assessment, will be of considerable assistance to centres in providing candidates with access to those who can testify to their competence in the workplace. It may also ensure that children's/young people's privacy and confidentiality are not infringed.

Evidence of candidate performance will be derived from assessor observation and/or testimony from an expert witness of the candidate carrying out real work activities in the workplace, except for the knowledge units, where assessor observation is not required.

The qualified and occupationally competent assessor or coordinating assessor will decide on the appropriateness of all evidence including expert witness testimony and on whether or not it should be included in candidates' portfolios.

Regardless of the evidence source, assessment method and means of recording, the legal requirements and best practice in relation to maintaining the confidentiality and rights to dignity and privacy of children, young people and their families must be upheld.

### **Knowledge evidence requirements**

If the assessor cannot positively infer the knowledge and understanding from candidates' work practice they should question the candidate or, if appropriate, use professional discussion to elicit the required knowledge. Assessors must retain records of questions and answers or the focus and outcomes of professional discussion.

Professional discussion, where used, must be conducted by candidates' qualified occupationally knowledgeable assessors and is most appropriately used in the qualification to elicit underpinning knowledge to explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in candidates' assessment plans and thereby agreed in advance with candidates. The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions.

## **4.5 Recording forms**

City & Guilds has developed these recording forms, for new and existing centres to use as appropriate and can be copied as many times as needed. 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, go to the e-Portfolios page on [SmartScreen.co.uk](http://SmartScreen.co.uk).

\*Forms 4, 5, 6, 7, 9, 10 and 11, or approved alternatives, are a requirement. The other forms have been designed to support the assessment and recording process.

Candidate and centre details (Form 1)

Form used to record candidate and centre details, and the units/qualification(s) being assessed and details and signatures of assessor(s) and internal verifier(s).

This should be the first page of the candidate portfolio.

Candidate profile (Form 2)

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

Candidate skill scan (Form 3)

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

Expert/witness status list (Form 4)\*

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

Assessment plan, review and feedback (Form 5)\*

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 6)\*

Form used to record details of activities observed, witnessed or for which a reflective or self account has been produced. For some, a customised alternative record may be provided in the qualification handbook.

Questioning evidence record (Form 7)\*

Form used to record the focus of, and responses to, assessor devised questions. (For qualifications which use question banks or online testing, the location of this evidence should be recorded on Form 9, Evidence location sheet.)

Professional discussion evidence record (Form 8)

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

Evidence location sheet (Form 9)\*

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).

This form is available in portrait (9A) and landscape (9B) format.

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, ref 5.4, page 28.)

Summary of unit and qualification achievement (Form 11)\*

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

This form is available in portrait (11A) and landscape (11B) format.

Please photocopy the forms as required.



## Form 1 Candidate and centre details

Keep a record of relevant contact details in the space provided below:

<b>City &amp; Guilds qualification title:</b>			
Qualification number:		Level:	

<b>Candidate details</b>			
Name:		Signature:	
City & Guilds registration / unique learner number (ULN):			
Date enrolled with centre:			
Date registered with City & Guilds:			

<b>Centre details</b>			
Name:		Number:	
Contact number:			
Quality assurance co-ordinator name and contact (QAC) number:			

<b>Internal verifier details</b>			
Name:		Signature:	
Contact number:		Position:	

<b>Assessor details</b>			
(1) Name:		Signature:	
Contact number:		Position:	
Type (please tick):	Work-based    Peripatetic    Independent		
Assessing unit(s):			
(2) Name:		Signature:	
Contact number:		Position:	
Type (please tick):	Work-based    Peripatetic    Independent		
Assessing unit(s):			

If you have a CV you can use that instead of this form.

Name: \_\_\_\_\_

Place of work: \_\_\_\_\_

Assessor: \_\_\_\_\_

**Outline of current job role:**

--

**Previous relevant work roles and responsibilities, including voluntary work:**

--

**Previous relevant qualifications and training:**

--



Qualification title: \_\_\_\_\_

Unit title: \_\_\_\_\_

Candidate name: \_\_\_\_\_

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.

Witness name and signature	Status*	Professional relationship to candidate**	Unit or outcomes witnessed	Date

**\*Witness status categories**

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

**\*\*Professional relationship to candidate**

Manager = M      Supervisor = S      Colleague = Coll      Customer = Cus      Other (please specify) \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Assessor name: \_\_\_\_\_

Unit number(s) and title(s): \_\_\_\_\_

This record can be used for single and multiple unit planning. Remember that all planning should be SMART – Specific, Measurable, Achievable, Realistic and Time Bound.

<b>Date action agreed</b>	<b>What has to be done / What has been reviewed and the feedback / Record of judgment or outcome</b>	<b>Date to be done by / Date done</b>	<b>Candidate and assessor signatures</b>	<b>Evidence reference</b>

Date action agreed	What has to be done / What has been reviewed and the feedback / Record of judgment or outcome	Date to be done by / Date done	Candidate and assessor signatures	Evi ref

The above is an accurate record of the discussion.

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Form 6      Performance evidence record**

Qualification/unit: \_\_\_\_\_  
 Candidate name: \_\_\_\_\_

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

<b>Evidence ref(s):</b>
<b>Unit number(s):</b>

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.

<b>Unit(s)</b>	<b>Learning outcome(s)</b>	<b>Assessment criteria</b>	

Unit(s)	Learning outcome(s)	Assessment criteria	

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: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor/Expert Witness\* signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*delete as appropriate

Internal Verifier signature (if sampled): \_\_\_\_\_ Date: \_\_\_\_\_

**Form 7      Questioning evidence record**

Unit: \_\_\_\_\_  
 Candidate name: \_\_\_\_\_

Unit	Learning outcome(s)	Assessment criteria	Questions	Answers

The above is an accurate record of the questioning.

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal Verifier signature (if sampled): \_\_\_\_\_ Date: \_\_\_\_\_

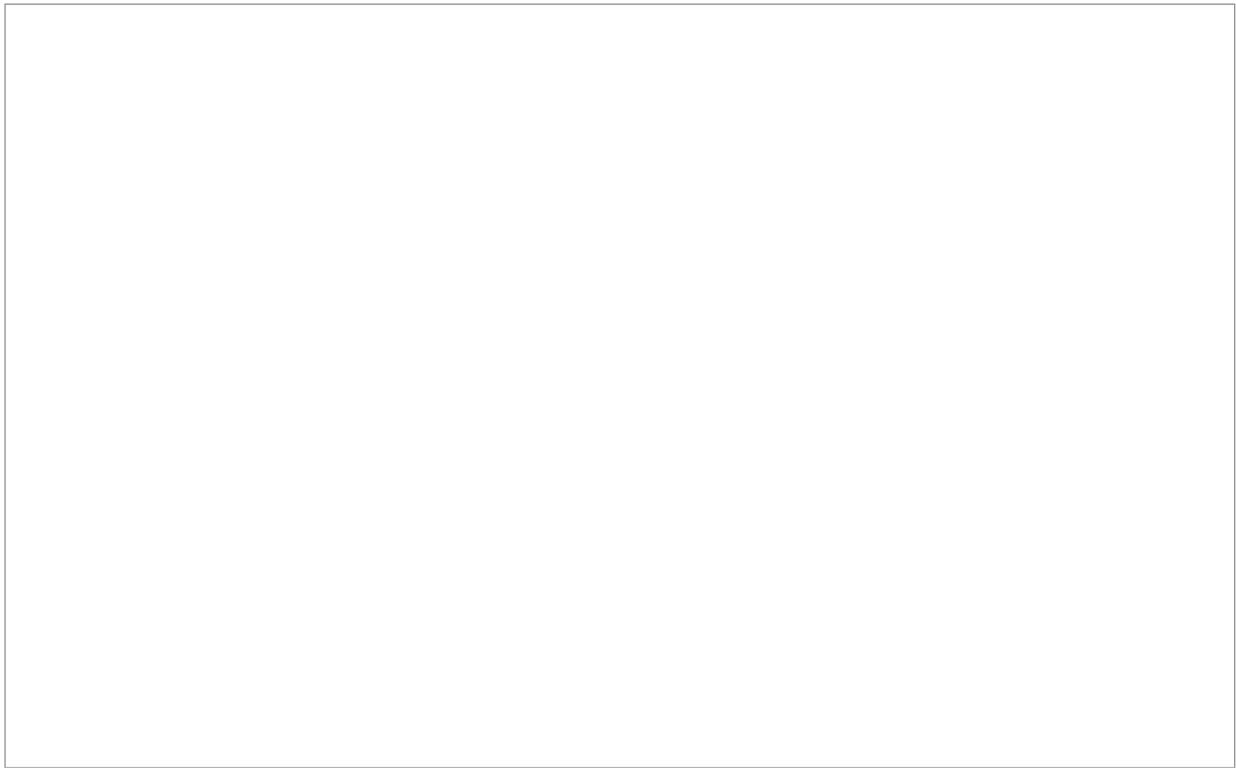
**Form 8 Professional discussion evidence record**

Candidate name: \_\_\_\_\_  
 Assessor name: \_\_\_\_\_

Unit	Learning outcome(s)	Assessment criteria	What is to be covered in the discussion	Counter ref

**Outline record of discussion content**

**Assessment decision and feedback to candidate**



The above is an accurate record of the discussion.

Candidate signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal Verifier signature (if sampled): \_\_\_\_\_ Date: \_\_\_\_\_





Qualification title: \_\_\_\_\_  
Unit number and title: \_\_\_\_\_

**Candidate declaration**

I confirm that the evidence listed for this unit is my own work.

Candidate name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

City & Guilds registration / unique learner number (ULN): \_\_\_\_\_

**Assessor declaration**

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. (Where there is more than one assessor, the co-ordinating assessor for the unit should sign this declaration.)

Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersignature: (if relevant) \_\_\_\_\_ Date: \_\_\_\_\_

(For staff working towards the assessor qualification)

**Internal verifier declaration**

I have internally verified the assessment work on this unit by carrying out the following (please tick):

- sampling candidate and assessment evidence Date: \_\_\_\_\_
- discussion with candidate Date: \_\_\_\_\_
- observation of assessment practice Date: \_\_\_\_\_
- other – please state: \_\_\_\_\_ Date: \_\_\_\_\_

I confirm that the candidate’s sampled work meets the standards specified for this unit and may be presented for external verification and/or certification.

Not sampled

Internal verifier name: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

Countersignature: (if relevant) \_\_\_\_\_ Date: \_\_\_\_\_

(For staff working towards the internal verifier qualification)

Candidate name: \_\_\_\_\_ Signature: \_\_\_\_\_

City & Guilds registration number: \_\_\_\_\_ Date: \_\_\_\_\_

Centre name: \_\_\_\_\_ Centre number: \_\_\_\_\_

Unit	Title	Internal verification		Grade achieved (if appropriate)	Signatures			
		Date	Types of evidence (see key)		Assessor*	Candidate	IV*	EV (if sampled)

\*If there is a second line assessor/IV, both must sign.

**Key for types of evidence** (please extend if necessary):

O = Observation; Q = Questioning; P = Work products; C = Candidate/Reflective account; S = Simulation;  
 PD = Professional discussion; A = Assignments, projects/case studies; WT = Witness testimony;  
 ET = Expert witness testimony; RPL = Recognition of prior learning

Competence has been demonstrated in all of the units/the qualification recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Form 11B Summary of unit and qualification achievement**

Candidate name: \_\_\_\_\_ Signature: \_\_\_\_\_

City & Guilds registration number: \_\_\_\_\_ Date: \_\_\_\_\_

Centre name: \_\_\_\_\_ Centre number: \_\_\_\_\_

Unit	Title	Internal verification		Grade achieved (if appropriate)	Signatures			
		Date	Types of evidence (see key)		Assessor*	Candidate	IV*	EV (if sampled)

**Key for types of evidence** O = Observation; Q = Questioning; P = Work products; C = Candidate/Reflective account; S = (please extend if necessary): Simulation; PD = Professional discussion; A = Assignments, projects/case studies; WT = Witness testimony; ET = Expert witness testimony; RPL = Recognition of prior learning

\*If there is a second line assessor/IV, both must sign.

Competence has been demonstrated in all of the units/the qualification recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 4.6 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is a process of using an individual's previous achievements to demonstrate competence within QCF. This is not a new process but expands on previously described terms like "the accreditation of prior learning (APL), the recognition of experiential learning or "the validation of informal learning" by incorporating all types of prior learning and training. The Regulatory arrangements for the Qualifications and Credit Framework define RPL as follows:

A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. In the context of the QCF, the definition of RPL is quite specific and relates to assessment leading to the award of credit. Assessment for RPL is conducted against the learning outcomes and assessment criteria of a unit and is subject to exactly the same quality assurance requirements as any other kind of assessment within the QCF.

'RPL is the process of documenting, assessing, validating and certificating learning gained outside the formal education and training system'.

The RPL process is relevant where an individual has previously learnt something but has never received formal recognition for this learning through a qualification or other form of certification. Within the QCF an individual is able to 'claim' that he or she knows or can do something already and does not need to attend a course to learn it again. If he or she can prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement in the same way as any other credits. RPL refers to an opportunity for candidates to present competence or knowledge evidence which comes from a period prior to their registration for a particular qualification. The evidence presented e.g. certificates, witness testimonies etc, will need to provide sufficient detail to allow the assessor to apply an RPL assessment process.

An example of RPL might be:

A Learner has worked as a child minder for the last five years. They would like to achieve a Level 3 Diploma for Children and Young People's Workforce and a unit has been recognised for RPL:

Unit 079: Understand how to set up a Home Based Childcare service

Assessment staff work through Learning Outcomes and assessment criteria ensuring that all are covered, using relevant methods for RPL such as: Witness Testimony, Reflective Accounts, Professional Discussion, etc.

Unit is assessed using RPL (all learning will have been gained prior to registering for qualification).

## 5. Mandatory units (optional units in separate handbook)

### Availability of units

The mandatory units for this qualification follow. The optional units are available in a separate document, entitled Level 2 Certificate for the Children's & Young People's Workforce (4227-01), Qualification handbook for centres, Optional units.

All units may also be obtained from the centre resources section of the City & Guilds website.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) [www.accreditedqualifications.org.uk](http://www.accreditedqualifications.org.uk).

### Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

### Summary of mandatory units

City & Guilds unit number	SSC reference	Title	QCF unit number	Credits
001	SHC 21	Introduction to Communication in Health, Social Care or Children's and Young People's Settings	F/601/5465	3
002	SHC 22	Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings	L/601/5470	3
003	SHC 23	Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	R/601/5471	2
004	TDA 2.1	Child and Young Person Development	H/601/3305	2
006	MU 2.2	Contribute to the Support of Child and Young Person Development	Y/601/3236	3
007	TDA 2.2	Safeguarding the Welfare of Children and Young People	K/601/3323	3
009	MU 2.4	Contribute to Children and Young People's Health and Safety	J/601/3491	3

010	TDA 2.9	Support Children and Young People's Positive Behaviour	T/601/7407	2
011	MU 2.8	Contribute to the Support of Positive Environments for Children and Young People	H/601/3496	3
12	MU 2.9	Understand Partnership Working in Services for Children and Young People	M/601/3498	2
014	TDA 2.7	Maintain and Support Relationships with Children and Young People	D/601/7403	3
015	PEFAP 001	Paediatric Emergency First Aid	F/600/2036	1
016	MPII 002	Managing Paediatric Illness and Injury	J/600/2037	1

## Unit 001

# Introduction to Communication in Health, Social Care or Children's and Young People's Settings

**Level:** 2

**Credit value:** 3

**NDAQ number:** F/601/5465

### Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the central importance of communication with a range of people in such settings, and ways to reduce barriers to communication. It also addresses the issue of confidentiality.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand why communication is important in the work setting
2. Be able to meet the communication and language needs, wishes and preferences of individuals
3. Be able to reduce barriers to communication
4. Be able to apply principles and practices relating to confidentiality at work

### Guided learning hours

It is recommended that 23 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 201
- GEN 22
- HSC 21

Themes recur as knowledge requirements and core values throughout HSC NOS.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

**Learning outcomes 2, 3 and 4 must be assessed in a real work environment. Simulation is not allowed.**

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

**Unit 001**                    **Introduction to Communication in Health,  
Social Care or Children’s and Young People’s  
Settings**

Outcome 1                    Understand why communication is important in the  
work setting

**Assessment Criteria**

The learner can:

1. Identify different reasons why people communicate
2. Explain how effective communication affects all aspects of own work
3. Explain why it is important to observe an individual’s reactions when communicating with them.

## Unit 001 Introduction to Communication in Health, Social Care or Children's and Young People's Settings

Outcome 2 Be able to meet the communication and language needs, wishes and preferences of individuals

### Assessment Criteria

The learner can:

1. Find out an individual's communication and language needs, wishes and preferences
2. Demonstrate **communication methods** that meet an individual's communication needs, wishes and preferences
3. Show how and when to seek advice about communication.

### Additional Guidance

**Communication methods** may include:

- non-verbal communication, such as
  - eye contact
  - touch
  - physical gestures
  - body language
  - behaviour
- verbal communication, such as
  - vocabulary
  - linguistic tone
  - pitch
- technological aids.

## **Unit 001            Introduction to Communication in Health, Social Care or Children’s and Young People’s Settings**

Outcome 3            Be able to reduce barriers to communication

### **Assessment Criteria**

The learner can:

1. Identify barriers to communication
2. Demonstrate how to reduce barriers to communication in different ways
3. Demonstrate ways to check that communication has been understood
4. Identify sources of information and support or **services** to enable more effective communication.

### **Additional Guidance**

**Services** may include:

- translation services
- interpreting services
- speech and language services
- advocacy services.

## **Unit 001                    Introduction to Communication in Health, Social Care or Children’s and Young People’s Settings**

Outcome 4                    Be able to apply principles and practices relating to confidentiality at work

### **Assessment Criteria**

The learner can:

1. Explain the term ‘confidentiality’
2. Demonstrate confidentiality in day to day communication, in line with **agreed ways of working**
3. Describe situations where information normally considered to be confidential might need to be passed on
4. Explain how and when to seek advice about confidentiality.

### **Additional Guidance**

**Agreed ways of working** include policies and procedures, where these exist.

## **Unit 001            Introduction to Communication in Health, Social Care or Children’s and Young People’s Settings**

Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

## Unit 002

# Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings

**Level: 2**

**Credit value: 3**

**NDAQ number: L/601/5470**

### Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand what is required for competence in own work role
2. Be able to reflect on own work activities
3. Be able to agree a personal development plan
4. Be able to develop own knowledge, skills and understanding

### Guided learning hours

It is recommended that 23 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 204
- GEN 12
- GEN 13
- HSC 23

Themes recur as knowledge requirements, performance criteria and core values throughout HSC and CCLD NOS.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

**Learning outcomes 2, 3 and 4 must be assessed in a real work environment. Simulation is not allowed.**

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

## **Unit 002                    Introduction to Personal Development in Health, Social Care or Children’s and Young People’s Settings**

Outcome 1                    Understand what is required for competence in own work role

### **Assessment Criteria**

The learner can:

1. Describe the duties and responsibilities of own role
2. Identify **standards** that influence the way the role is carried out
3. Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.

### **Additional Guidance**

**Standards** may include:

- Codes of practice
- Regulations
- Minimum standards
- National occupational standards

## Unit 002

# Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings

## Outcome 2

Be able to reflect on own work activities

### Assessment Criteria

The learner can:

1. Explain why reflecting on work activities is an important way to develop knowledge, skills and practice
2. Assess how well own knowledge, skills and understanding meet standards
3. Demonstrate the ability to reflect on work activities.

## Unit 002 Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings

Outcome 3 Be able to agree a personal development plan

### Assessment Criteria

The learner can:

1. Identify **sources of support** for own learning and development
2. Describe the process for agreeing a **personal development plan** and **who should be involved**
3. Contribute to drawing up own personal development plan.

### Additional Guidance

**Sources of support** may include:

- Formal support
- Informal support
- Supervision
- Appraisal
- Within the organisation
- Beyond the organisation

A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.

**Who should be involved** may include:

- The individual
- Carers
- Advocates
- Supervisor, line manager or employer
- Other professionals

## **Unit 002**

# **Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings**

### **Outcome 4**

Be able to develop own knowledge, skills and understanding

#### **Assessment Criteria**

The learner can:

1. Show how a learning activity has improved own knowledge, skills and understanding
2. Show how reflecting on a situation has improved own knowledge, skills and understanding
3. Show how feedback from others has developed own knowledge, skills and understanding
4. Show how to record progress in relation to personal development.

## **Unit 002            Introduction to Personal Development in Health, Social Care or Children’s and Young People’s Settings**

Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

## Unit 003

# Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

**Level:** 2

**Credit value:** 2

**NDAQ number:** R/601/5471

### Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of equality, diversity and inclusion which are fundamental to such roles.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the importance of equality and inclusion
2. Be able to work in an inclusive way
3. Know how to access information, advice and support about diversity, equality and inclusion

### Guided learning hours

It is recommended that 20 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD 203
- GEN 12
- GCU 5
- HSC 24 and HSC 234

Themes recur as knowledge requirements and core values throughout HSC NOS.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

**Learning outcome 2 must be assessed in a real work environment.**

**Simulation is not allowed.**

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

## Unit 003

# Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

### Outcome 1

Understand the importance of equality and inclusion

#### Assessment Criteria

The learner can:

1. Explain what is meant by:
  - a. diversity
  - b. equality
  - c. inclusion
  - d. discrimination
2. Describe ways in which discrimination may deliberately or inadvertently occur in the work setting
3. Explain how practices that support equality and inclusion reduce the likelihood of discrimination.

## **Unit 003**

# **Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings**

## **Outcome 2**

Be able to work in an inclusive way

### **Assessment Criteria**

The learner can:

1. Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role
2. Show interaction with individuals that respects their beliefs, culture, values and preferences
3. Describe how to challenge discrimination in a way that encourages change.

## **Unit 003**

# **Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings**

### **Outcome 3**

Know how to access information, advice and support about diversity, equality and inclusion

#### **Assessment Criteria**

The learner can:

1. Identify a range of sources of information, advice and support about diversity, equality and inclusion
2. Describe how and when to access information, advice and support about diversity, equality and inclusion.

## **Unit 003                    Introduction to Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings**

Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

**Level:** 2

**Credit value:** 2

**NDAQ number:** H/601/3305

### **Unit aim**

This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.

### **Learning outcomes**

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know the main stages of child and young person development
2. Understand the kinds of influences that affect children and young people's development
3. Understand the potential effects of transitions on children and young people's development

### **Guided learning hours**

It is recommended that 15 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national standards**

This unit is linked to:

- STL2 Support children's development (CCLD 203)
- SWiS 2.1 Explore and respond to the needs of pupils
- Introductory training materials:
  - Role and context
  - Understanding how children learn

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by The Training and Development Agency for Schools.

### **Assessment**

This unit will be assessed by **either**:

- candidate portfolio of evidence (004)
- an assignment covering Learning Outcomes and assessment criteria (005).

This unit must be assessed in accordance with the TDA assessment principles. These have been included within the Centre requirements section of this handbook.

## Unit 004

## Child and Young Person Development

### Outcome 1

Know the main stages of child and young person development

#### Assessment Criteria

The learner can:

1. Describe the expected pattern of children and young people's **development** from birth to 19 years
2. Describe with examples how different aspects of development can affect one another.

#### Additional Guidance

**Development** must include:

- a Physical
- b Communication and intellectual
- c Social, emotional and behavioural

## Unit 004

### Outcome 2

## Child and Young Person Development

Understand the kinds of influences that affect children and young people's development

### Assessment Criteria

The learner can:

1. Describe with examples the kinds of **influences that affect children and young people's development** including:
  - a. background
  - b. health
  - c. environment
2. Describe with examples the importance of recognising and responding to concerns about children and young people's development.

## Unit 004

## Child and Young Person Development

### Outcome 3

Understand the potential effects of transitions on children and young people's development

#### Assessment Criteria

The learner can:

1. Identify the **transitions** experienced by most children and young people
2. Identify **transitions** that only some children and young people may experience eg bereavement
3. Describe with examples how transitions may affect children and young people's behaviour and development.

#### Additional Guidance

**Transitions** refer to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement.

## **Unit 004            Child and Young Person Development**

### Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

**Level:** 2**Credit value:** 3**NDAQ number:** Y/601/3236**Unit aim**

The aim of this unit is for the learner to apply their knowledge and understanding in order to support child and young person development. The unit also includes support to children and young people experiencing transitions and positive behaviour support.

**Learning outcomes**

There are **five** learning outcomes to this unit. The learner will be able to:

1. Be able to contribute to assessments of the development needs of children and young people
2. Be able to support the development of children and young people
3. Know how to support children and young people experiencing transitions
4. Be able to support children and young people's positive behaviour
5. Be able to use reflective practice to improve own contribution to child and young person development

**Guided learning hours**

It is recommended that 25 hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

This unit is linked to:

- CCLD 203 Support children's development

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development.

**Assessment**

This unit will be assessed by:

- candidate portfolio of evidence.

**Learning Outcomes 1, 2 and 4 must be assessed in real work environment. Simulation is not allowed.**

Note that for assessment of practice, the term 'children' or 'young people' can be interpreted as one child or young person or more than one.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

## Unit 006

# Contribute to the Support of Child and Young Person Development

### Outcome 1

Be able to contribute to assessments of the development needs of children and young people

#### Assessment Criteria

The learner can:

1. **Observe and record aspects** of the development of a child or young person
2. Identify **different observation methods** and know why they are used
3. **Support assessments** of the development needs of a child or young person
4. Suggest ways the **identified development needs** of a child or young person can be met in the work setting.

#### Additional Guidance

**Observe and record aspects of development** may include:

- Physical
- Communication
- Intellectual/cognitive
- Social, emotional and behavioural

**Different observation methods** may include:

- Running records
- Diary
- Anecdotal
- Time sampling
- Event recording
- Checklist
- Narrative
- Group, solo and 1-2-1 interaction
- Observation with or without adults

**Support assessments** may include:

- Take into account the work setting's Assessment Framework/s
- Confidentiality
- Avoiding bias
- Children's wishes, views and feelings
- Information from parents, carers, children and young people, other professionals and colleagues

Ways the **identified development needs** of a child or young person can be met in the work setting:

- Meet individual needs (personalised)
- Reflect children's interests and views
- Through play for children in early years
- Provide challenge
- Flexible plans

## **Unit 006**

# **Contribute to the Support of Child and Young Person Development**

### Outcome 2

Be able to support the development of children and young people

#### **Assessment Criteria**

The learner can:

1. Carry out activities with a child or young person to support their holistic development
2. Record observations of the child or young person's participation in the activities
3. Contribute to the evaluation of the activities meeting the child or young person's identified development needs.

## Unit 006

# Contribute to the Support of Child and Young Person Development

## Outcome 3

Know how to support children and young people experiencing transitions

### Assessment Criteria

The learner can:

1. Describe the **different transitions** children and young people may experience
2. Explain how to give adult support for each of these transitions.

### Additional Guidance

**Different transitions** may include:

- Emotional, affected by personal experience eg bereavement, entering/leaving care
- Physical eg moving to a new educational establishment, a new home/locality, from one activity to another
- Physiological eg puberty, long term medical conditions
- Intellectual eg moving from pre school to primary to post primary
- Smaller daily transitions
- Between carers

## Unit 006

# Contribute to the Support of Child and Young Person Development

### Outcome 4

Be able to support children and young people's positive behaviour

#### Assessment Criteria

The learner can:

1. Explain **how a work setting can encourage children and young people's positive behaviour**
2. Demonstrate how children and young people are encouraged to engage in positive behaviour
3. Reflect on own role in promoting positive behaviour in children or young people.

#### Additional Guidance

**How a work setting can encourage children and young people's positive behaviour** may include:

- Developing positive relationships
- Listening to children and valuing their opinions
- Providing a stimulating and challenging environment
- Well planned experiences
- Giving children choices
- Meet individual needs
- Inclusive practice
- Adult role model
- Clear boundaries
- Positive behaviour reinforced (praise/rewards)
- Encouraging children to resolve conflict
- Looking for reasons for inappropriate behaviour (through observations)
- Following behaviour policy
- Following plans for individual behaviour

## **Unit 006**

# **Contribute to the Support of Child and Young Person Development**

### **Outcome 5**

Be able to use reflective practice to improve own contribution to child and young person development

#### **Assessment Criteria**

The learner can:

1. Review effectiveness of own contribution to the assessment of the developmental needs of a child or young person
2. Review effectiveness of own role in supporting the child or young person's development
3. Identify changes that can be made to own practice in supporting child and young person development.

## **Unit 006                      Contribute to the Support of Child and Young Person Development**

### Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

**Level:** 2

**Credit value:** 3

**NDAQ number:** K/601/3323

### **Unit aim**

This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.

### **Learning outcomes**

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
2. Know what to do when children or young people are ill or injured, including emergency procedures
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

### **Guided learning hours**

It is recommended that 20 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national standards**

This unit is linked to:

- STL3 Help to keep children safe (CCLD202)
- SWiS 2.1 Explore and respond to the needs of pupils
- Introductory training materials:
  - Role and context
  - ICT

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by The Training and Development Agency for Schools.

### **Assessment**

This unit will be assessed by **either**:

- candidate portfolio of evidence (007)
- an assignment covering Learning Outcomes and assessment criteria (008).

This unit must be assessed in accordance with the TDA assessment principles. These have been included within the Centre requirements section of this handbook.

## **Unit 007**

# **Safeguarding the Welfare of Children and Young People**

### **Outcome 1**

Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety

#### **Assessment Criteria**

The learner can:

1. Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety
2. Describe the roles of different agencies involved in safeguarding the welfare of children and young people.

## Unit 007

# Safeguarding the Welfare of Children and Young People

### Outcome 2

Know what to do when children or young people are ill or injured, including emergency procedures

#### Assessment Criteria

The learner can:

1. Identify the signs and symptoms of common childhood illnesses
2. Describe the actions to take when children or young people are ill or injured
3. Identify circumstances when children and young people might require urgent medical attention
4. Describe the actions to take in response to emergency situations including:
  - a. fires
  - b. security incidents
  - c. missing children or young people.

## Unit 007      **Safeguarding the Welfare of Children and Young People**

Outcome 3      Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

### **Assessment Criteria**

The learner can:

1. Identify the characteristics of different types of child abuse
2. Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies
3. Describe actions to take in response to **evidence or concerns** that a child or young person has been abused, harmed (including self harm) or bullied, or maybe at risk of harm, abuse or bullying
4. Describe the actions to take in response to **concerns that a colleague** may be:
  - a. failing to comply with safeguarding procedures
  - b. harming, abusing or bullying a child or young person
5. Describe the principles and boundaries of confidentiality and when to share information.

### **Assessment Guidance**

**Evidence or concerns** that a child or young person has been abused, harmed or bullied, or maybe at risk of harm, abuse or bullying may include:

- Disclosure
- Allegations
- Signs and indicators of abuse

**Concerns about a colleague** should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection.

## **Unit 007            Safeguarding the Welfare of Children and Young People**

### Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

## Unit 009

# Contribute to Children and Young People's Health and Safety

**Level:** 2

**Credit value:** 3

**NDAQ number:** J/601/3491

### Unit aim

This unit provides learners with the knowledge and skills to contribute to supporting children and young people's health and safety.

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Know the health and safety policies and procedures of the work setting
2. Be able to recognise risks and hazards in the work setting and during off site visits
3. Know what to do in the event of a non medical incident or emergency
4. Know what to do in the event of a child or young person becoming ill or injured
5. Be able to follow the work setting procedures for reporting and recording accidents, incidents, emergencies and illnesses
6. Be able to follow infection control procedures
7. Know the work setting's procedures for receiving, storing and administering medicines

### Guided learning hours

It is recommended that 26 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD202.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

**Learning Outcome 6 must be assessed in a real work environment.**

**Simulation is not allowed.**

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

## **Unit 009**

# **Contribute to Children and Young People's Health and Safety**

### Outcome 1

Know the health and safety policies and procedures of the work setting

#### **Assessment Criteria**

The learner can:

1. Outline the health and safety policies and procedures of the work setting
2. Identify the lines of responsibility and reporting for health and safety in the work setting
3. Explain what risk assessment is and how this is managed in the work setting.

## **Unit 009**

# **Contribute to Children and Young People's Health and Safety**

### **Outcome 2**

Be able to recognise risks and hazards in the work setting and during off site visits

#### **Assessment Criteria**

The learner can:

1. Explain why a safe but challenging environment is important for children and young people
2. Identify the differences between risk and hazard
3. Identify potential hazards to the health, safety and security of children or young people in the work setting
4. Contribute to health and safety risk assessment in areas of the work setting and for off site visits.

## Unit 009

# Contribute to Children and Young People's Health and Safety

### Outcome 3

Know what to do in the event of a non medical incident or emergency

#### Assessment Criteria

The learner can:

1. Identify non medical **incidents and emergencies** that may occur in the work setting
2. Outline the actions to take in response to the following situations:
  - a. fires
  - b. security **incidents**
  - c. emergency **incidents**.

#### Additional Guidance

**Incidents and emergencies** may include:

- Incidents – all types
- Emergencies such as missing children or young people, evacuation

## Unit 009

# Contribute to Children and Young People's Health and Safety

### Outcome 4

Know what to do in the event of a child or young person becoming ill or injured

#### Assessment Criteria

The learner can:

1. Identify the signs and symptoms which may indicate that a child or young person is injured or unwell
2. Identify circumstances when children or young people may need urgent medical attention
3. Outline own role and responsibilities in the event of a child or young person requiring urgent medical attention.

#### Additional Guidance

**Injuries or illnesses** may include:

- Recognising signs of illness such as fever, rashes, diarrhoea, sickness
- Recognising sign of injury, such as fractures and unconsciousness

## **Unit 009**

## **Contribute to Children and Young People's Health and Safety**

### **Outcome 5**

Be able to follow the work setting procedures for reporting and recording accidents, incidents, emergencies and illnesses

### **Assessment Criteria**

The learner can:

1. Describe the reporting procedures for accidents, incidents, emergencies and illnesses
2. Complete work place documentation for recording accidents, incidents, emergencies and illnesses.

## Unit 009

# Contribute to Children and Young People's Health and Safety

## Outcome 6

Be able to follow infection control procedures

### Assessment Criteria

The learner can:

1. Outline procedures for infection control in own work setting
2. Describe personal protective clothing that is used to prevent spread of infection
3. Demonstrate use of personal protective clothing to avoid spread of infection
4. Demonstrate how to wash and dry hands to avoid the spread of infection
5. Demonstrate safe disposal of waste to avoid the spread of infection.

## **Unit 009**

# **Contribute to Children and Young People's Health and Safety**

### **Outcome 7**

Know the work setting's procedures for receiving, storing and administering medicines

#### **Assessment Criteria**

The learner can:

1. Identify the procedures of the work setting governing the receipt, storage and administration of medicines
2. Explain how the procedures of the work setting protect both children and young people and practitioners.

## **Unit 009                      Contribute to Children and Young People’s Health and Safety**

### Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People’s Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

## Unit 010

# Support Children and Young People's Positive Behaviour

**Level:** 2

**Credit value:** 2

**NDAQ number:** T/601/7407

### Unit aim

This unit provides the knowledge, understanding and skills required to support children and young people's positive behaviour. It requires demonstration of competence in supporting positive behaviour and responding to inappropriate behaviour.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know the policies and procedures of the setting for promoting children and young people's positive behaviour
2. Be able to support positive behaviour
3. Be able to respond to inappropriate behaviour

### Guided learning hours

It is recommended that 15 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to:

- STL3 Help to keep children safe (CCLD202)
- STL19 Promote positive behaviour
- Introductory training materials:  
Promoting positive behaviour

### Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

## **Assessment**

This unit will be assessed by:

- candidate portfolio of evidence.

**Learning Outcomes 2.2, 2.3, 2.4 and 3.1 must be assessed in a real working environment. Simulation is not allowed.**

Policies and procedures of the setting relevant to promoting positive behaviour, eg:

- behaviour policy
- code of conduct
- rewards and sanctions
- dealing with conflict and inappropriate behaviour
- anti-bullying
- attendance.
- 

Inappropriate behaviour is behaviour that conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour, or physical abuse.

This unit must be assessed in accordance with the TDA assessment principles. These have been included within the Centre requirements section of this handbook.

## Unit 010

## Support Children and Young People's Positive Behaviour

### Outcome 1

Know the policies and procedures of the setting for promoting children and young people's positive behaviour

#### Assessment Criteria

The learner can:

1. Describe the **policies and procedures** of the setting relevant to promoting children and young people's positive behaviour
2. Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting.

#### Additional Guidance

**Policies and procedures** may include:

- Behaviour policy
- Code of conduct
- Rewards and sanctions
- Dealing with conflict and inappropriate behaviour
- Anti-bullying
- Attendance

## **Unit 010**

# **Support Children and Young People's Positive Behaviour**

### **Outcome 2**

Be able to support positive behaviour

#### **Assessment Criteria**

The learner can:

1. Describe the benefits of encouraging and rewarding positive behaviour
2. Apply skills and techniques for supporting and encouraging children and young people's positive behaviour
3. Demonstrate realistic, consistent and supportive responses to children and young people's behaviour
4. Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting.

## Unit 010

# Support Children and Young People's Positive Behaviour

### Outcome 3

Be able to respond to inappropriate behaviour

#### Assessment Criteria

The learner can:

1. Select and apply agreed strategies for dealing with **inappropriate behaviour**
2. Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred.

#### Additional Guidance

**Inappropriate behaviour** is behaviour which conflicts with the accepted values and beliefs of the setting and society. **Inappropriate behaviour** may be demonstrated through:

- Speech
- Writing
- Non-verbal behaviour
- Physical abuse

## **Unit 010            Support Children and Young People's Positive Behaviour**

### Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

## Unit 011

# Contribute to the Support of Positive Environments for Children and Young People

**Level:** 2

**Credit value:** 3

**NDAQ number:** H/601/3496

### Unit aim

The purpose of this unit is to develop the learners understanding of why a positive environment is important to the individual needs of children and young people and the skills required to support this.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know the **regulatory** requirements for a positive **environment** for children and young people
2. Be able to support a positive environment that meets the individual needs of children and young people
3. Be able to support the personal care needs of children and young people within a positive environment
4. Understand how to support the nutritional and dietary needs of children and young people

### Guided learning hours

It is recommended that 27 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to:

- CCLD205 – Prepare and Maintain environments to meet children’s needs.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

**Learning Outcomes 2 and 3 must be assessed in a real work environment. Simulation is not allowed.**

The unit must be assessed in accordance with Skills for Care and Development’s QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

## Unit 011

# Contribute to the Support of Positive Environments for Children and Young People

## Outcome 1

Know the regulatory requirements for a positive environment for children and young people

### Assessment Criteria

The learner can:

1. Describe what is meant by a positive **environment**
2. Identify **regulatory** requirements that underpin a positive environment for children and young people.

### Additional Guidance

**Environment** may include:

- Inside
- Outside

### Regulatory

Relevant to the frameworks within UK home nation.

## Unit 011

# Contribute to the Support of Positive Environments for Children and Young People

## Outcome 2

Be able to support a positive environment that meets the individual needs of children and young people

### Assessment Criteria

The learner can:

1. Meet and greet children and young people in a way that welcomes them into the work setting
2. Provide opportunities for children and young people to engage in activities of choice
3. Provide activities and resources to meet the **individual needs** of children and young people
4. Support the engagement of children or young people in activities that promote use of their **senses**
5. Demonstrate how to give **praise and encouragement** to children or young people for individual achievements.

### Additional Guidance

**Individual needs** may include:

- Physical
- Social and Emotional
- Intellectual
- Language and Communication
- Cultural
- Religious
- Personal choice

**Senses** may include:

- Smell
- Taste
- Touch
- Hear
- Sight

**Praise and encouragement** may include:

- Verbal
- Displaying children's work
- Sharing positive feedback
- Non verbal
- Highlighting positive aspects.
- Sharing time

## Unit 011

# Contribute to the Support of Positive Environments for Children and Young People

### Outcome 3

Be able to support the personal care needs of children and young people within a positive environment

#### Assessment Criteria

The learner can:

1. Explain how to effectively care for children and young people's skin, hair and teeth
2. Demonstrate how to support **personal care routines** that meet the **individual needs** of children or young people and promote their independence
3. Explain how a positive environment and routine meet the emotional needs of children and their families
4. Describe the importance for physical and mental well being of balancing periods of physical activity with rest and quiet time.

#### Additional Guidance

**Personal care routine** may include:

- Toileting
- Care of skin
- Care of teeth
- Opportunity for rest, quiet, sleep

**Individual needs** may include:

- Physical
- Social and Emotional
- Intellectual
- Language and Communication
- Cultural
- Religious
- Personal choice

## Unit 011

# Contribute to the Support of Positive Environments for Children and Young People

### Outcome 4

Understand how to support the nutritional and dietary needs of children and young people

#### Assessment Criteria

The learner can:

1. Define the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance
2. Explain how to establish the different **dietary requirements** of children and young people
3. Describe basic food safety when providing food and drink to children and young people.

#### Additional Guidance

**Dietary requirements** may include:

- Cultural
- Religious
- Allergies and health requirements
- Food preferences

## **Unit 011                      Contribute to the Support of Positive Environments for Children and Young People**

### Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

## Unit 012

# Understand Partnership Working in Services for Children and Young People

**Level:** 2

**Credit value:** 2

**NDAQ number:** M/601/3498

### Unit aim

This unit provides knowledge and understanding of the importance of partnership working and effective communication.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand partnership working within the context of services for children and young people
2. Understand the importance of effective communication and information sharing in services for children and young people
3. Understand the importance of partnerships with carers

### Guided learning hours

It is recommended that 18 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by **either**:

- candidate portfolio of evidence, if taking as a competence-based unit (012)
- an assignment covering Learning Outcomes and assessment criteria (013).

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

## **Unit 012            Understand Partnership Working in Services for Children and Young People**

Outcome 1            Understand partnership working within the context of services for children and young people

### **Assessment Criteria**

The learner can:

1. Explain why working in partnership with **others** is important for children and young people
2. Identify who relevant partners would be in own work setting
3. Define the characteristics of effective partnership working
4. Identify barriers to partnership working.

### **Additional Guidance**

**Others** may include:

- Parents, carers, guardians
- Professionals
- Multi- disciplinary teams
- Colleagues

## **Unit 012            Understand Partnership Working in Services for Children and Young People**

Outcome 2            Understand the importance of effective communication and information sharing in services for children and young people

### **Assessment Criteria**

The learner can:

1. Describe why clear and effective communication between partners is required
2. Identify policies and procedures in the work setting for information sharing
3. Explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining confidentiality
4. Describe why it is important to record information clearly, accurately, legibly and concisely meeting legal requirements
5. Identify how communications and records are recorded and securely stored meeting data protection requirements
6. Explain why and how referrals are made to different agencies.

**Unit 012**                      **Understand Partnership Working in Services  
for Children and Young People**

Outcome 3                      Understand the importance of partnerships with  
carers

**Assessment Criteria**

The learner can:

1. Identify the reasons for partnerships with carers
2. Describe how partnerships with carers are developed and sustained in own work setting
3. Describe circumstances where partnerships with carers may be difficult to develop and sustain.

## **Unit 012            Understand Partnership Working in Services for Children and Young People**

Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

## Unit 014

# Maintain and Support Relationships with Children and Young People

**Level:** 2

**Credit value:** 3

**NDAQ number:** D/601/7403

### Unit aim

This unit covers the competence required to maintain and support relationships with children and young people. It requires demonstration of competence in communicating with children and young people, developing and maintaining relationships with children and young people, and supporting relationships between children and young people and others in the work setting.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Be able to communicate with children and young people
2. Be able to develop and maintain relationships with children and young people
3. Be able to support relationships between children and young people and others in the setting

### Guided learning hours

It is recommended that 15 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national

This unit is based on:

- SkillsActive playwork unit 9 Support relationships in the play environment
- STL4 Contribute to positive relationships (CCLD 201)
- Introductory training materials: Promoting positive behaviour

### Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

### Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

**All of the assessment criteria must be assessed in the workplace.**

**Simulation is not allowed.**

This unit must be assessed in accordance with the TDA assessment principles. These have been included within the Centre requirements section of this handbook.

## Unit 014

# Maintain and Support Relationships with Children and Young People

### Outcome 1

Be able to communicate with children and young people

#### Assessment Criteria

The learner can:

1. **Communicate** with children and young people in a way that is appropriate to the individual, using both conventional language and body language
2. Actively listen to children and young people and value what they say, experience and feel
3. Check that children and young people understand what is communicated.

#### Additional Guidance

**Communicate** with children and young people may include:

- Verbally
- Non-verbally
- Informally
- Formally

## **Unit 014**

# **Maintain and Support Relationships with Children and Young People**

## **Outcome 2**

Be able to develop and maintain relationships with children and young people

### **Assessment Criteria**

The learner can:

1. Demonstrate how to establish rapport and respectful, trusting relationships with children and young people
2. Give attention to individual children and young people in a way that is fair to them and the group as a whole
3. Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns
4. Provide children and young people with reasons for actions when appropriate
5. Encourage children and young people to make choices for themselves.

## **Unit 014**

# **Maintain and Support Relationships with Children and Young People**

### **Outcome 3**

Be able to support relationships between children and young people and others in the setting

#### **Assessment Criteria**

The learner can:

1. Support children and young people to communicate effectively with others
2. Encourage children and young people to understand other people's individuality, diversity and differences
3. Help children and young people to understand and respect other people's feelings and points of view
4. Support children and young people to develop group agreements about the way they interact with others
5. Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves.

## **Unit 014            Maintain and Support Relationships with Children and Young People**

Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

**Level:** 2

**Credit value:** 1

**NDAQ number:** F/600/2036

### Unit aim

The purpose of the unit is for the learner to attain knowledge and practical competences required to deal with the range of paediatric emergency first aid situations contained in this unit.

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Understand the role of the paediatric first aider
2. Be able to assess an emergency situation and act safely and effectively
3. Be able to provide first aid for an infant and a child who is unresponsive and breathing normally
4. Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally
5. Be able to provide first aid for an infant and a child who has a foreign body airway obstruction
6. Be able to provide first aid to an infant and a child who is wounded and bleeding
7. Know how to provide first aid to an infant and a child who is suffering from shock

### Guided learning hours

It is recommended that 10 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Early Years Foundation Stage Practice Guidance - DCSF 2008.

This unit is mapped against EYDC standards. (Early Years Development Childcare)

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- candidate portfolio of evidence.

### Simulation is not allowed.

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

## Unit 015

## Paediatric Emergency First Aid

### Outcome 1

Understand the role of the paediatric first aider

#### **Assessment Criteria**

The learner can:

1. Identify the responsibilities of a paediatric first aider
2. Describe how to minimise the risk of infection to self and others
3. Describe suitable first aid equipment, including personal protection, and how it is used appropriately
4. Identify what information needs to be included in an accident report/incident record, and how to record it
5. Define an infant and a child for the purposes of first aid treatment.

## **Unit 015**

## **Paediatric Emergency First Aid**

### Outcome 2

Be able to assess an emergency situation and act safely and effectively

#### **Assessment Criteria**

The learner can:

1. Demonstrate how to conduct a scene survey
2. Demonstrate how to conduct a primary survey on an infant and a child
3. Identify when and how to call for help.

## **Unit 015**

## **Paediatric Emergency First Aid**

### Outcome 3

Be able to provide first aid for an infant and a child who is unresponsive and breathing normally

#### **Assessment Criteria**

The learner can:

1. Demonstrate how to place an infant and a child into the appropriate recovery position
2. Describe how to continually assess and monitor an infant and a child whilst in your care.

## **Unit 015**

## **Paediatric Emergency First Aid**

### Outcome 4

Be able to provide first aid for an infant and a child who is unresponsive and not breathing normally

### **Assessment Criteria**

The learner can:

1. Identify when to administer CPR to an unresponsive infant and an unresponsive child who is not breathing normally
2. Demonstrate how to administer CPR using an infant and a child manikin
3. Describe how to deal with an infant and a child who is experiencing a seizure.

## **Unit 015**

## **Paediatric Emergency First Aid**

### Outcome 5

Be able to provide first aid for an infant and a child who has a foreign body airway obstruction

### **Assessment Criteria**

The learner can:

1. Differentiate between a mild and a severe airway obstruction
2. Demonstrate how to treat an infant and a child who is choking
3. Describe the procedure to be followed after administering the treatment for choking.

## **Unit 015**

## **Paediatric Emergency First Aid**

### Outcome 6

Be able to provide first aid to an infant and a child who is wounded and bleeding

#### **Assessment Criteria**

The learner can:

1. Describe common types of wounds
2. Describe the types and severity of bleeding and the affect that it has on an infant and a child
3. Demonstrate the safe and effective management for the control of minor and major external bleeding
4. Describe how to administer first aid for minor injuries.

## **Unit 015**

## **Paediatric Emergency First Aid**

### Outcome 7

Know how to provide first aid to an infant and a child who is suffering from shock

### **Assessment Criteria**

The learner can:

1. Describe how to recognise and manage an infant and a child who is suffering from shock
2. Describe how to recognise and manage an infant and a child who is suffering from anaphylactic shock.

## **Unit 015            Paediatric Emergency First Aid**

### Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

**Level:** 2

**Credit value:** 1

**NDAQ number:** J/600/2037

### **Unit aim**

The purpose of the unit is for the learner to attain knowledge and practical competences required to deal with the range of paediatric illnesses and injuries contained in this unit.

### **Learning outcomes**

There are **nine** learning outcomes to this unit. The learner will be able to:

1. Be able to provide first aid to an infant and a child with a suspected fracture and a dislocation
2. Be able to provide first aid to an infant and a child with a head, a neck and a back injury
3. Know how to provide first aid to an infant and a child with conditions affecting the eyes, ears and nose
4. Know how to provide first aid to an infant and a child with a chronic medical condition or sudden illness
5. Know how to provide first aid to an infant and a child who is experiencing the effects of extreme heat and cold
6. Know how to provide first aid to an infant and a child who has sustained an electric shock
7. Know how to provide first aid to an infant and a child with burns or scalds
8. Know how to provide first aid to an infant and a child who has been poisoned
9. Know how to provide first aid to an infant and a child who has been bitten or stung

### **Guided learning hours**

It is recommended that 10 hours should be allocated for this unit, although patterns of delivery are likely to vary.

### **Details of the relationship between the unit and relevant national standards**

Early Years Foundation Stage Practice Guidance - DCSF 2008.

This unit is mapped against EYDC standards (Early Years Development Childcare).

### **Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development.

### **Assessment**

This unit will be assessed by:

- candidate portfolio of evidence.

### **Simulation is not allowed.**

The unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. These have been included within the Centre requirements section of this handbook.

## **Unit 016**

## **Managing Paediatric Illness and Injury**

### Outcome 1

Be able to provide first aid to an infant and a child with a suspected fracture and a dislocation

#### **Assessment Criteria**

The learner can:

1. Describe the common types of fractures
2. Describe how to manage a fracture
3. Describe how to manage a dislocation
4. Demonstrate the application of a support sling and an elevation sling.

## **Unit 016**

### **Outcome 2**

## **Managing Paediatric Illness and Injury**

Be able to provide first aid to an infant and a child with a head, a neck and a back injury

### **Assessment Criteria**

The learner can:

1. Describe how to recognise and manage head injuries including:
  - a. Concussion
  - b. Skull fracture
  - c. Cerebral compression
2. Demonstrate how to manage a suspected spinal injury.

## **Unit 016**

### **Outcome 3**

## **Managing Paediatric Illness and Injury**

Know how to provide first aid to an infant and a child with conditions affecting the eyes, ears and nose

### **Assessment Criteria**

The learner can:

1. Describe how to manage an infant and a child with foreign bodies in their eyes, ears and nose
2. Describe how to recognise and manage common eye injuries.

## **Unit 016**

### **Outcome 4**

## **Managing Paediatric Illness and Injury**

Know how to provide first aid to an infant and a child with a chronic medical condition or sudden illness

### **Assessment Criteria**

The learner can:

1. Describe how to recognise and manage chronic medical conditions including:
  - a. Sickle cell anaemia
  - b. Diabetes
  - c. Asthma
2. Describe how to recognise and manage serious sudden illnesses including:
  - a. Meningitis
  - b. Febrile convulsions.

## **Unit 016**

### **Outcome 5**

## **Managing Paediatric Illness and Injury**

Know how to provide first aid to an infant and a child who is experiencing the effects of extreme heat and cold

### **Assessment Criteria**

The learner can:

1. Describe how to recognise and treat the effects of extreme cold for an infant and a child
2. Describe how to recognise and treat the effects of extreme heat for an infant and a child.

## **Unit 016**

### Outcome 6

## **Managing Paediatric Illness and Injury**

Know how to provide first aid to an infant and a child who has sustained an electric shock

### **Assessment Criteria**

The learner can:

1. Describe how to safely manage an incident involving electricity
2. Describe first aid treatments for electric shock incidents.

## **Unit 016**

### Outcome 7

## **Managing Paediatric Illness and Injury**

Know how to provide first aid to an infant and a child with burns or scalds

### **Assessment Criteria**

The learner can:

1. Describe how to recognise the severity of burns and scalds to an infant and a child and respond accordingly
2. Describe how to treat burns and scalds to an infant and a child.

## **Unit 016**

## **Managing Paediatric Illness and Injury**

### **Outcome 8**

Know how to provide first aid to an infant and a child who has been poisoned

#### **Assessment Criteria**

The learner can:

1. Describe how poisons enter the body
2. Describe how to recognise and treat an infant and a child affected by common poisonous substances, including plants
3. Identify sources of information that provide procedures for treating those affected by poisonous substances.

## **Unit 016**

Outcome 9

## **Managing Paediatric Illness and Injury**

Know how to provide first aid to an infant and a child who has been bitten or stung

### **Assessment Criteria**

The learner can:

1. Describe how to recognise the severity of bites and stings to an infant and a child and respond accordingly
2. Describe how to recognise and treat bites and stings.

## **Unit 016            Managing Paediatric Illness and Injury**

### Notes for guidance

See pages 16 – 17 of this handbook (Level 2 Certificate for the Children and Young People's Workforce (4227) Qualification handbook) for important guidance about this qualification, including notes on assessment methods, evidence requirements and sources for evidence. Ensure that you have read these notes before undertaking this unit.

### Links to other qualifications and frameworks

City & Guilds has identified the connections to other qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL/RPL.

This qualification has connections to the:

- City & Guilds Level 3 Diploma for the Children and Young People's Workforce
- City & Guilds Level 2/3 Diploma for Children's Care, Learning and Development (Northern Ireland and Wales)
- City & Guilds in Level 2/3 Award/Certificate in Supporting Teaching and Learning in Schools

City & Guilds unit no.	Unit title	SSC ref no.	Unit linked to:
001	Introduction to Communication in Health, Social Care or Children's and Young People's Settings	SHC21	<ul style="list-style-type: none"> <li>• CCLD 201</li> <li>• GEN 22</li> <li>• HSC 21</li> </ul>
002	Introduction to Personal Development in Health, Social Care or Children's and Young People's Settings	SHC22	<ul style="list-style-type: none"> <li>• CCLD 204</li> <li>• GEN 12</li> <li>• GEN 13</li> <li>• HSC 23</li> </ul>
003	Introduction to Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	SHC23	<ul style="list-style-type: none"> <li>• CCLD 203</li> <li>• GEN 12</li> <li>• GCU 5</li> <li>• HSC 24 and HSC 234</li> </ul>
004	Child and Young Person Development	TDA2.1	<ul style="list-style-type: none"> <li>• STL2 Support children's development (CCLD 203)</li> <li>• SWiS 2.1 Explore and respond to the needs of pupils</li> <li>• Introductory training materials: Role and context Understanding how children learn</li> </ul>

006	Contribute to the Support of Child and Young Person Development	MU2.2	CCLD 203
007	Safeguarding the Welfare of Children and Young People	TDA2.2	<ul style="list-style-type: none"> <li>• STL3 Help to keep children safe (CCLD202)</li> <li>• SWiS 2.1 Explore and respond to the needs of pupils</li> <li>• Introductory training materials: Role and context ICT</li> </ul>
009	Contribute to Children and Young People's Health and Safety	MU2.4	CCLD202
010	Support Children and Young People's Positive Behaviour	TDA2.9	<ul style="list-style-type: none"> <li>• STL3 Help to keep children safe (CCLD202)</li> <li>• STL19 Promote positive behaviour</li> <li>• Introductory training materials: Promoting positive behaviour</li> </ul>
011	Contribute to the Support of Positive Environments for Children and Young People	MU2.8	CCLD205
012	Understand Partnership Working in Services for Children and Young People	MU2.9	None
014	Maintain and Support Relationships with Children and Young People	TDA2.7	<ul style="list-style-type: none"> <li>• SkillsActive playwork unit 9 Support relationships in the play environment</li> <li>• STL4 Contribute to positive relationships (CCLD 201)</li> <li>• Introductory training materials: Promoting positive behaviour</li> </ul>
015	Paediatric Emergency First Aid	PEFAP001	Early Years Development Childcare
016	Managing Paediatric Illness and Injury	MPII002	Early Years Development Childcare
017	Support Children and Young People with Disabilities and Special Educational Needs	TDA2.15	<ul style="list-style-type: none"> <li>• CCLD 209</li> <li>• CCLD 321</li> </ul>
018	Support Children and Young People's Play and Leisure	TDA2.16	None
019	Support Children and Young People at Meal or Snack Times	TDA2.14	None
020	Contribute to the Support of Children's Communication, Language and Literacy	OP2.15	<ul style="list-style-type: none"> <li>• CCLD 201</li> <li>• CCLD 203</li> <li>• CCLD 205</li> <li>• CCLD 208</li> </ul>

021	Contribute to the Support of Children's Creative Development	OP2.17	<ul style="list-style-type: none"> <li>• CCLD 203</li> <li>• CCLD 205</li> <li>• CCLD 208</li> </ul>
022	Understand Child and Young Person Development	CYP3.1	<ul style="list-style-type: none"> <li>• CCLD 303</li> <li>• HSC 36</li> <li>• CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of children and young people</li> </ul>
024	Promote Child and Young Person Development	CYP3.2	<ul style="list-style-type: none"> <li>• CCLD 303</li> <li>• LDSS 10</li> <li>• HSC 36</li> <li>• CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people</li> <li>• UK Codes of Practice for Social Care Workers</li> </ul>
025	Understand How to Safeguard the Wellbeing of Children and Young People	CYP3.3	<ul style="list-style-type: none"> <li>• CLD 305</li> <li>• LDSS NOS Unit 1</li> <li>• HSC 34</li> <li>• CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people</li> <li>• UK Codes of Practice for Social Care Workers</li> </ul>
027	Support Children and Young People's Health and Safety	CYP3.4	<ul style="list-style-type: none"> <li>• CCLD 302</li> <li>• HSC 32</li> <li>• LDSS Unit 2</li> <li>• CWDC Training, support and development standards for Foster care Standard 3: Understand health and safety, and healthy care</li> <li>• UK Codes of Practice for Social Care Workers.</li> </ul>

028	Develop Positive Relationships with Children, Young People and Others Involved in their Care	CYP3.5	<ul style="list-style-type: none"> <li>• CCLD 301</li> <li>• HSC 31</li> <li>• CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively</li> <li>• UK Codes of Practice for Social Care Workers</li> </ul>
029	Working Together for the Benefit of Children and Young People	CYP3.6	<ul style="list-style-type: none"> <li>• CCLD 301</li> <li>• CCLD 431</li> <li>• CCLD 323</li> <li>• HSC 31</li> <li>• CWDC Training, Support and Development Standards for Foster Care, Standard 4: Know how to communicate effectively</li> <li>• UK Codes of Practice for Social Care Workers.</li> </ul>
030	Understand How to Support Positive Outcomes for Children and Young People	CYP3.7	<ul style="list-style-type: none"> <li>• CCLD 308</li> <li>• HSC 38</li> <li>• HSC 310</li> <li>• UK Codes of Practice for Social Care Workers</li> </ul>
032	Support the Creativity of Children and Young People	CYPOP30	<ul style="list-style-type: none"> <li>• HSC NOS Unit 38 c</li> <li>• Professional Practice in residential child care</li> <li>• Standard: 4.5</li> <li>• Training Support and Development Standards for Foster Care Standard 5.4</li> </ul>
033	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	CYPOP17	DCSF Narrowing the Gap Guidance 2008
035	Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	CYPOP22	<ul style="list-style-type: none"> <li>• Speech, language and communication framework</li> <li>• Enhanced: Strand D.</li> </ul>
117	Introduction to Duty of Care in Health, Social Care or Children's and Young People's	SHC24	<ul style="list-style-type: none"> <li>• CCLD 203</li> <li>• HSC 24</li> <li>• GCU 2.</li> </ul>

## **Literacy, language, numeracy and ICT skills development**

This qualification includes opportunities to develop and practise many of the skills required for success in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills).

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

**Providing City & Guilds qualifications – a guide to centre and qualification approval**

contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.

Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

**Ensuring quality** contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**  
Find out how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF)**  
Contains general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events**  
Contains dates and information on the latest Centre events
- **Online assessment**  
Contains information on how to register for GOLLA assessments.

## Useful contacts

### UK learners

General qualification information

T: +44 (0)844 543 0033

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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### Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

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### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

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### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: [business\\_unit@cityandguilds.com](mailto:business_unit@cityandguilds.com)

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### Publications

Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

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