

Level 3 Diploma for the Early Years practitioner (Early Years Educator)



3605-03

Candidate logbook

601/3118/4

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Level 3 Diploma for the Early Years practitioner (Early Years Educator)

3605-03

Candidate logbook

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1 About your candidate logbook

1.1 Contact details

Candidate name	
Candidate enrolment no	
Centre name	
Centre number	
Programme start date	
Date of registration with City & Guilds	

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

Your Assessor(s)	
Your Internal quality assurer	
Quality Assurance Contact	

1 About your candidate logbook

1.2 Introduction to the logbook

This logbook will help you complete the units in City & Guilds' **3605-03**. It contains forms you can use to record your evidence of what you have done.

There are 17 mandatory units in total available in this qualification. This logbook contains the 13 units which are assessed by portfolio of evidence.

This does not include the following units which are assessed by mandatory assignments:

303 - Principles of safeguarding policies and procedures in early years settings

400 - Theories which underpin practice in the early years sector

401 - Child development from conception to 7 years

402 - Observation and assessment in the early years sector

In addition to this document, centres will require the Assessment Pack which contains the above assignments. This is available to download from **www.cityandguilds.com**

About City & Guilds

City & Guilds is your awarding body for this qualification. City & Guilds is the UK's leading awarding body for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website **www.cityandguilds.com**.

2 Units

To achieve the **3605-03**, learners must achieve **64** credits from the mandatory units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Unit Level	Guided Learning hours
Mandatory					
K/506/0194	300	Developing effective study skills	4	3	30
D/506/0192	301	Promote partnership working with parents	3	3	16
F/506/0203	302	Model, promote and support positive behaviour with children	3	3	12
Y/506/0207	303	Principles of safeguarding policies and procedures in early years settings	5	3	32
T/506/0196	304	Promoting diversity, equality and inclusion in the early years sector	2	3	14
D/506/0208	305	Working in partnership with colleagues and other professionals in early years settings	3	3	14
F/506/0198	306	Plan and implement activities, play opportunities and educational programmes in an early years setting	4	3	17
J/506/0199	307	Promoting children's health and welfare in an early years setting	4	3	26
M/506/0200	308	Promoting the health and safety of children	4	3	21
T/506/0201	309	Promote children's speech, language and communication development	3	3	14
A/506/0202	310	Support organisational requirements for	2	3	10

		recording, storing and disclosing information and providing reports in an early years setting			
L/506/0205	311	Supporting children's creative and imaginative play and experiences	5	3	28
R/506/0206	312	Supporting children experiencing transitions and significant events in the early years sector	2	3	11
J/506/0204	313	Continuous professional development using reflective practice in the early years sector	2	3	9
M/506/0195	400	Theories which underpin practice in the early years sector	7	4	46
H/506/0193	401	Child development from conception to 7 years	7	4	31
A/506/0197	402	Observation and assessment in the early years sector	4	4	25

3 The assessment process

Assessment of performance must be in a real working environment by a qualified assessor. Observation of Performance should be the primary source of evidence.

The following people at your centre will explain the assessment process and help you achieve your unit(s).

The assessor/tutor

The assessor/tutor is the person you will have the most contact with as you work towards your unit(s). You may have more than one assessor/tutor depending on which unit(s) you take or you may be assessed by a person who is not your tutor.

The internal quality assurer

The internal quality assurer maintains the quality of assessment within the centre.

The external quality assurer

The external quality assurer works for City & Guilds and helps to ensure that your centre meets the required standards for quality and assessment.

4 Using your logbook

Recording forms

This logbook contains all of the forms you and your assessor will need to plan, review and organise your evidence. Your assessor will be able to help you decide which forms you need to complete and help you fill them in.

Please photocopy these forms as required.

5 Candidate progress record

Level 3 Diploma for the Early Years Practitioner (Early Years Educator) (3605-03)

Units	300	301	302	304	305	306	307	308	309	310	311	312	313
Credits	4	3	3	2	3	4	4	4	3	2	5	2	2
Total Credits Achieved:													

I confirm that the evidence supplied for the above listed units is authentic and a true representation of my own work. The work logged in the following pages is my own work carried out during my normal work duties.

The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this qualification with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 300

Developing effective study skills

4 credits

1. Understand how to develop study skills

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
1.1 explain the reasons for developing study skills in the early years sector			
1.2 explain the components of study skills			
	Type of evidence →		
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

2. Know a range of study strategies and techniques

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
2.1 explain creative strategies for:			
a. generating ideas through study			
b. organising information			
c. structuring ideas			
2.2 explain different techniques that may be used to improve memory			
2.3 explain how information may be:			
a. identified from a variety of sources			
b. evaluated and selected			
2.4 explain strategies to avoid plagiarism during study			
	Type of evidence →		
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

3. Know the factors that affect study

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
3.1 explain the type of environments that are conducive to study			
3.2 summarise the tools/resources required to enable study			
3.3 analyse support systems which may enable study			
3.4 explain the way an individual's circumstances may impact on study			
3.5 evaluate factors that affect own ability to study			
3.6 propose strategies to optimise own study			
Type of evidence →			
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

4. Be able to use and apply study skills to achieve a set outcome

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 develop a plan of study using various study skills to achieve a set outcome						
4.2 undertake study to achieve a set outcome						
4.3 evaluate how the implementation of a plan of study and the study undertaken contributed to the set outcome						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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Candidate Signature:	
Date:	

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Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 301

Promote partnership working with parents

3 credits

1. Understand the principles and values that underpins parental involvement in their child's early learning

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
1.1 identify the principles and values that underpins parental involvement in their child's early learning			
1.2 explain the importance of working in partnership with parents			
a. within the setting			
b. to promote positive home learning and experiences			
1.3 explain the importance of clear principles and policies to support the engagement of parents in their child's early learning			
Type of evidence →			
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

2. Understand the barriers which could prevent partnership working with parents

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
2.1 identify barriers which may prevent partnership working for the			
a. parents			
b. practitioner			
2.2 explain how to overcome barriers which may prevent working in partnership with parents			
2.3 explain why it is not always possible to overcome the barriers which may prevent working in partnership with parents			
Type of evidence →			
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

3. Be able to work in partnership with parents

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 support parents to recognise their value and contribution in their child's health well-being, learning and development and play						
3.2 support parent's engagement as partners in their child's:						
a. health						
b. well-being						
c. learning						
d. development						
e. play						
3.3 use different strategies to encourage partnership working with parents						
3.4 engage with parents to meet the needs of children to enable them to progress						
3.5 share records with parents and carers to promote their active participation in their child's progress						
3.6 reflect on practice to improve working in partnership with parents						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Declaration

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Candidate Signature:	
Date:	

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Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 302

Model, promote and support positive behaviour with children

3 credits

1. Understand how legislation, frameworks, codes of practice and policies relate to supporting the positive behaviour of children

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
1.1 explain how legislation, frameworks, codes of practice and policies relating to supporting the positive behaviour of children are applied to current working practice			
1.2 explain the importance of consistent support and response to incidences of behaviour			
1.3 describe safeguards that must be in place when responding to behaviour			
Type of evidence →			
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

2. Be able to support children to understand their behaviour

Assessment criteria (Performance) The learner can:	Evidence date					
	Portfolio reference					
2.1 use observations to identify potential triggers or factors that could lead to changes in behaviour						
2.2 use strategies to support children to gain an:						
a. understanding of expectations about their behaviour						
b. understanding of goals and boundaries						
2.3 work with key people and others to support positive behaviour						
2.4 model positive behaviours expected of children						
2.5 use strategies to support children to develop an understanding of the consequences of their behaviour						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. Be able to respond positively to children’s behaviour

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 identify behaviours which are						
a. acceptable						
b. unacceptable						
3.2 apply strategies to manage behaviour that is						
a. acceptable						
b. unacceptable						
3.3 use consistent support and responses to incidences of behaviour						
3.4 use praise to reinforce positive behaviour with children						
3.5 support the positive behaviour of children through own actions						
3.6 record instances of behaviour in line with work setting requirements						
3.7 access help and support where there are concerns about the behaviour of children						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

4. Be able to promote self-confidence, self-esteem and resilience in children

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 use strategies to promote children's:						
a. self-confidence						
b. self-esteem						
c. resilience						
d. emotional literacy						
4.2 work with children to ensure they have strategies to protect themselves and make decisions about safety						
4.3 use strategies that empower children to make positive and informed choices that support their behaviour and well-being						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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Candidate Signature:	
Date:	

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Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 304

Promoting diversity, equality and inclusion in the early years sector

2 credits

1. Understand equality, diversity and inclusion in the early years sector

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
1.1 explain the terms:			
a. equality			
b. diversity			
c. inclusion			
d. participation			
e. discrimination			
1.2 summarise the national policies and legislation relevant to equality, diversity and inclusion			
1.3 explain how legislation informs the policies and procedures for equality, diversity and inclusion with regards to:			
a. provision of service and access			
b. children			
c. the practitioner			
d. volunteers, colleagues and other professionals			
e. planning and carrying out physical care routines			
1.4 explain the importance of applying equality, diversity and inclusion in relation to			
a. planning activities			
b. selecting resources			
c. language used			
d. cultural awareness			
1.5 describe different types of discriminatory behaviour			
1.6 describe how to challenge discrimination in a way that promotes positive change			
	Type of evidence →		
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

2. Understand how to promote inclusive practice

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
2.1 explain the social and medical models of disability and the impact of each on practice			
2.2 explain the importance of positive attitudes and respect towards:			
a. values			
b. beliefs			
c. cultures			
d. religion			
e. disability			
f. preferences			
g. specific requirements			
h. family circumstances			
2.3 describe ways to ensure that personal attitudes, values or beliefs do not impact on inclusive practice			
Type of evidence →			
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

3. Be able to promote equality, diversity and inclusion in an early years setting

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 use strategies to promote equality, diversity and inclusion in the setting with						
a. colleagues						
b. parents/carers						
c. children						
3.2 use actions that model inclusive practice in:						
a. planning activities						
b. selecting resources						
c. language used						
d. cultural awareness						
e. planning and carrying out physical care routines						
3.3 support others to promote equality and rights						

3.4 reflect on how practice promotes equality, diversity and inclusion						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 305

Working in partnership with colleagues and other professionals in early years settings

3 credits

1. Understand the reasons for working in partnership with colleagues and other professionals to support children and families in the early years sector

Assessment criteria (Knowledge) The learner can:	Portfolio reference			
1.1 explain the reasons for working in partnership with colleagues and other professionals				
1.2 identify barriers which may prevent working in partnership with colleagues and other professionals				
1.3 explain how barriers to partnership working can be resolved				
1.4 describe the support provided by the following professionals in the early years sector to families:				
a. SALT				
b. SENCO				
c. midwife				
d. health visitor				
e. keyworker/person				
Type of evidence →				
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report				

2. Understand how to identify a support need that requires partnership working

Assessment criteria (Knowledge) The learner can:	Portfolio reference			
2.1 describe the factors that may lead to the identification of a support need in reference to:				
a. family structure				
b. personal, social and emotional development				
c. physical development				
d. socio-economic status				
e. health and well-being				
2.2 explain the dilemmas a practitioner may face when identifying a potential support need which would require partnership working				
Type of evidence →				

EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion
R =Report

3. Understand the duty of care and legislation that requires the early years practitioner to identify and act on support needs

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
3.1 summarise legislation which requires the early years practitioner to identify and act on support needs			
3.2 explain the duty of care for an early years practitioner to identify and act on a support need			
3.3 explain the practitioner's role in identifying support needs of children and/or families within own early years setting			
Type of evidence →			
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

4. Be able to work co-operatively with colleagues and other professionals

Assessment criteria (Performance) The learner can:	Evidence date					
	Portfolio reference					
4.1 use observation and assessments of children to identify support needs						
4.2 use a range of effective communication strategies with colleagues and other professionals						
4.3 engage with colleagues and other professionals to meet the needs of children to enable them to progress						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 306

Plan and implement activities, play opportunities and educational programmes in an early years setting

4 credits

1. Understand the importance of planning and implementing activities, play opportunities and educational programmes in line with current educational curriculum requirements

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
1.1 explain the importance of planning activities, play opportunities and educational programmes to meet the age, stage, needs and abilities and interests of children			
1.2 explain the importance of involving the individual child in planning activities, play opportunities and educational programmes to meet their needs and interests			
1.3 explain the role of the practitioner when:			
a. engaging with children			
b. supporting extended learning			
c. enabling sustained shared thinking			
d. promoting physical activity			
e. providing for children's additional needs			
1.4 explain how other sources of information can be used to support planning activities, play opportunities and educational programmes			
1.5 explain the importance of using both the indoor and outdoor environment when planning activities, play opportunities and educational programmes			
1.6 explain how play opportunities and educational programmes can be implemented through:			
a. adult-led activities			
b. child-initiated activities			
c. physical play activities			
1.7 explain how planning and implementing activities, play opportunities and educational programmes can support group learning and socialisation			
1.8 explain the importance of ensuring a balance between adult-led and child-initiated activities			
	Type of evidence →		
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

2. Be able to plan activities, play opportunities and educational programmes in line with current educational curriculum requirements

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 use assessment as a basis for the planning of activities, play opportunities and educational programmes for provision within the play and learning environment in the areas of:						
a. communication and language						
b. physical development						
c. personal, social, emotional development, group learning and socialisation						
d. literacy						
e. numeracy/mathematics						
f. understanding the world						
g. expressive arts and design						
h. meeting children’s additional needs						
2.2 engage with key worker/person, colleagues, parents/carers to discuss children’s progress and plan of next steps						
2.3 develop holistic plans to support development and learning of children for the following areas:						
a. communication and language						
b. physical development						
c. personal, social, emotional development, group learning and socialisation						
d. literacy						
e. numeracy/mathematics						
f. understanding the world						
g. expressive arts and design						
h. meeting children’s additional needs						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. Be able to implement activities, play opportunities and educational programmes in line with current educational curriculum requirements

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 implement activities, play opportunities and educational programmes using holistic plans covering:						
a. communication and language						
b. physical development						
c. personal, social, emotional development, group learning and socialisation						
d. literacy						
e. numeracy/mathematics						
f. understanding the world						
g. expressive arts and design						
3.2 use routines to support children’s holistic development						
3.3 use spontaneous opportunities and activities to support children’s holistic development						
3.4 use encouragement and praise when supporting activities, play opportunities and educational programmes						
3.5 engage with children whilst undertaking activities and play opportunities in regards to:						
a. communication and language						
b. physical development						
c. personal, social, emotional development, group learning and socialisation						
d. literacy						
e. numeracy/mathematics						
f. understanding the world						
g. expressive arts and design						
h. meeting children’s additional needs						
3.6 ensure a balance is maintained between adult-led and child-initiated activities						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

4. Be able to reflect on activities, play opportunities and educational programmes

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 evaluate practice in promoting children's:						
a. communication and language						
b. physical development						
c. personal, social, emotional development, group learning and socialisation						
d. literacy						
e. numeracy/mathematics						
f. understanding the world						
g. expressive arts and design						
4.2 reflect on how to adapt own practice to meet the individual/additional needs of children						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out during my normal work duties.

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Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 307

Promoting children's health and welfare in an early years setting

4 credits

1. Understand the health and welfare requirements of the current early years statutory guidance

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
1.1 outline the current health and welfare early years requirements and statutory guidance			
1.2 outline the links between legislation and the themes and principles in the early years sector			
1.3 identify the different minimums for staff to child ratios within the current early years statutory guidance			
1.4 explain the importance of staff to child ratios with regards to children's safety			
1.5 explain how the current early years statutory guidance for environment supports the health and welfare requirements of children:			
a. indoor			
b. outdoor			
	Type of evidence →		
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

2. Understand the health and welfare requirements of the current early years statutory guidance

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
2.1 explain the personal care factors which affect children's health and well-being			
2.2 outline the signs and symptoms of common childhood illnesses that can affect the health and well-being of children and any recommended exclusion periods			
2.3 explain the process and procedure to record:			
a. illness			
b. administering medication			
2.4 explain how to promote children's health and well-being in an early years work setting			
2.5 describe the roles of key health professionals and sources of professional advice in promoting positive health and well-being for children			

2.6	explain how a positive environment and routine meet the needs of children			
2.7	outline the current immunisation programme available for children up to the age of 7 years			
2.8	explain the importance of physical activity in promoting good health			
		Type of evidence →		
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report				

3. Understand how to ensure children receive high quality, balanced nutrition and hydration to meet their growth and development needs

Assessment criteria (Knowledge)		Portfolio reference		
The learner can:				
3.1	explain how to prepare and store food, formula and breast milk safely according to health and safety guidelines			
3.2	explain the current government guidance on nutrition and hydration needs for children			
3.3	explain why it is important to follow carer's instructions in respect of a child's:			
	a. food allergies			
	b. intolerances			
	c. special diet			
	d. cultural preferences and requirements			
3.4	describe methods to develop children and their parents/carers effective food management skills			
		Type of evidence →		
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report				

4. Be able to provide personal care for children

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1	plan for children's personal care suitable to their age, stage and individual/additional needs					
4.2	support children's personal care, showing respect to the child and their age, stage and individual/additional needs					
4.3	engage with children during personal care to support learning and development					
4.4	explain how practitioners can protect themselves when moving and lifting children					

4.5	use personal protective clothing to:						
	a. undertake personal care						
	b. avoid spread of infection						
4.6	complete accurate records and reports for personal care						
Type of evidence →							
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report							

5. be able to meet the nutrition and hydration needs of children

Assessment criteria (Performance)	Evidence date						
The learner can:	Portfolio reference						
5.1 plan balanced meals, snacks and drinks for children following current government guidance on nutritional needs							
5.2 follow hygiene practices with regards to:							
a. food preparation and eating areas							
b. own hand washing							
c. children's hand washing							
5.3 encourage children to participate during meal and snack times to:							
a. eat a healthy balance diet							
b. promote group learning and socialisation							
5.4 engage with children during snack and meal times to support learning and development							
Type of evidence →							
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report							

Declaration

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The answers in the question bank are my own work and discussed with my assessor on completion. I have been observed in my workplace by my assessor on several occasions.

Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 308

Promoting the health and safety of children

4 credits

1. Understand the health and safety requirements of the current early years statutory guidance

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
1.1 identify current health and safety requirements, policies and procedures that apply to the early years sector			
1.2 explain the practitioner’s role and responsibility in relation to the Health and Safety at Work Act 1974 including manual handling			
1.3 describe the factors to take into account when planning healthy and safe environments			
a. indoor			
b. outdoor			
1.4 explain how health and safety is monitored and maintained in an early years setting			
1.5 identify sources of current guidance for planning healthy and safe environments			
Type of evidence →			
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

2. Understand how to identify and manage risks and dilemmas in early years settings

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
2.1 explain why it is important to take a balanced approach to risk management			
2.2 identify the differences between a risk, a hazard and a dilemma			
2.3 explain the dilemma between the rights and choices of children and health and safety requirements			
2.4 explain the difference between a risk assessment and a daily check list			
2.5 explain systems for supporting children’s safety when:			
a. receiving children into the setting			
b. ensuring their safety on departure			
c. during off-site visits			
Type of evidence →			
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

3. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits

Assessment criteria (Knowledge)	Portfolio reference		
The learner can:			
3.1 explain the policies and procedures in response to :			
a. accidents			
b. incidents			
c. missing child			
d. emergencies			
e. illness			
f. exclusion periods for infectious diseases			
3.2 identify the procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies			
3.3 explain the practitioner’s legal responsibility with regard to recording and reporting accidents, incidents, injuries, signs of illness and other emergencies:			
a. within the setting			
b. external agencies			
	Type of evidence →		
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

4. Be able to recognise and manage risks to health, safety and security in a work setting or off-site visits

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 identify potential hazards to the health, safety and security of children, families and other visitors and colleagues						
4.2 deal with hazards in the work setting or in off-site visits						
4.3 support an evacuation of premises ensuring the safety of children, adults and visitors						
4.4 undertake health and safety risk assessments for:						
a. activities						
b. environment						
4.5 support children to explore and manage risk and challenges						
4.6 explain how health and safety risk assessments are monitored and reviewed						

Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

5. Be able to follow infection control procedures within an early years setting

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
5.1 explain procedures for infection control in an early years setting						
5.2 describe personal protective clothing that is used to prevent spread of infection in an early years setting						
5.3 follow hygiene practices with regards to:						
a. own hand washing						
b. children's hand washing						
c. use of personal protective clothing						
d. avoid spread of infection						
5.4 dispose of waste to avoid the spread of infection						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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Candidate Name:	
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Date:	

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Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 309

Promote children's speech, language and communication development

3 credits

1. Understand the importance of speech, language and communication for children's overall development

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
1.1 explain each of the terms:			
a. speech			
b. language			
c. communication			
d. speech, language and communication needs			
1.2 explain how speech, language and communication skills promote children's development in each of the following areas:			
a. literacy and numeracy/mathematics			
b. emotional			
c. behaviour			
d. social			
1.3 identify how systematic synthetic phonics supports the teaching of reading			
1.4 describe how the failure to address the potential short term and long term effects of speech, language and communication difficulties can affect the overall development of a child			
	Type of evidence →		
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

2. Understand the importance and the benefits of adults supporting the speech, language and communication development of children

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
2.1 explain the ways in which adults can effectively support and extend the speech, language and communication development of children			
2.2 explain the positive effects of adult support for the children and their parents/carers			
2.3 describe why practitioners need to recognise and respond to the varying levels of children's speech, language and communication when:			
a. settling into the setting			

b. planning activities for individuals and groups			
Type of evidence →			
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

3. Be able to support children’s speech, language and communication development

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 use different methods for providing support to children taking into account of their:						
a. age						
b. specific needs						
c. abilities						
d. home language where this is different from that of setting interests						
e. interests						
3.2 use day to day activities within the setting to encourage speech, language and communication development in children						
3.3 engage with children to develop speech, language and communication:						
a. on a 1:1 basis						
b. in groups						
3.4 evaluate the effectiveness of speech, language and communication support for children						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

4. Be able to contribute to maintaining a positive early years environment that supports communication, language, literacy and numeracy/mathematics

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 review evidence about the key factors that provide a supportive communication, language, literacy and mathematical environment						

4.2 use the key factors within the early years environments to support communication, language, literacy and numeracy/mathematics						
4.3 use a range of strategies for supporting the development of early literacy and numeracy/mathematics						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Declaration

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Candidate Name:	
Candidate Signature:	
Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 310

Support organisational requirements for recording, storing and disclosing information and providing reports in an early years setting

2 credits

1. Understand the legal and organisational requirements for recording, storing and disclosing information and providing reports in an early years setting

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
1.1 identify the legislation that relates to the recording, storage and sharing of information detailed in records and reports			
1.2 describe a practitioner’s responsibilities and those of others when recording information and producing reports			
1.3 explain the legal requirements and agreed ways of working for the security and confidentiality of information			
1.4 explain the secure systems for recording and storing information:			
a. on paper			
b. electronically			
1.5 explain the actions to take when there are concerns over the recording, storing or sharing of information			
1.6 explain how to keep up to date, accurate and coherent records and reports that are legible and meet legal requirements so that they can be understood by those who have a right to see them			
1.7 explain how to balance the tension between confidentiality and openness in records and reports			
1.8 explain how ICT can support information exchange within and across the setting and external agencies and organisations			
	Type of evidence →		
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

2. Be able to handle information in accordance with agreed ways of working

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 keep up to date, accurate and coherent records and reports that are legible and meet legal requirements so that they can be understood by those who have a right to see them						
2.2 follow agreed ways of working for:						
a. recording information						
b. storing information						
c. sharing information						
2.3 use information communication technology (ICT) systems for the collection and storage of information						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. Be able to use records and reports to inform judgments and decisions in an early years setting

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 gain clarification of the accuracy of records and reports with others						
3.2 respond to feedback from those who receive records and reports						
3.3 use factual and evidence based information within records and reports						
3.4 evaluate how own records and reports provide evidence for the basis of judgments and decisions						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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Candidate Name:	
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Date:	

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 311

Supporting children’s creative and imaginative play and experiences

5 credits

1. Understand the developmental stages of creativity and imaginative play in children

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
1.1 explain the stages of creative development for children			
1.2 explain the stages of imaginative play for children			
1.3 explain how creative development and imaginative play link to each of the following areas of development:			
a. communication and language			
b. physical development			
c. personal, social and emotional development			
d. literacy			
e. numeracy/mathematics			
f. understanding the world			
	Type of evidence →		
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

2. Know the role of the practitioner in supporting creative development and imaginative play in children

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
2.1 explain the role of the practitioner in supporting:			
a. imaginative play			
b. child initiated imaginative play			
c. creative development			
d. music, dance and drama			
2.2 explain the importance of building positive relationships with regard to:			
a. practitioner and child			
b. child and peers			
c. child and parent/carer			

2.3	explain why practitioners need to ensure that children have extended and unhurried periods of time to:			
	a. participate in creativity and creative experiences			
	b. participate in imaginative play			
	c. participate in open-ended creative/imaginative experiences			
		Type of evidence →		
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report				

3. Understand how the environment, activities and resources can be used to support children’s creative development and imaginative play

Assessment criteria (Knowledge)	Portfolio reference		
The learner can:			
3.1 explain how the environment can be used to support creative development and imaginative play			
3.2 explain how activities, resources and materials are used to support creative development and imaginative play for children			
		Type of evidence →	
EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

4. Be able to support children’s creativity and imaginative play

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
4.1 identify activities and resources which can be used to support and develop children’s creativity and imagination						
4.2 produce holistic plans which incorporate creative and imaginative development						
4.3 prepare activities and resources from the holistic plans to encourage and support:						
a. creativity and creative experiences						
b. imaginative play						
4.4 support both child initiated and adult-led:						
a. creativity and creative experiences						
b. imaginative play						
		Type of evidence →				
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

5. be able to support children’s creativity through the use of media and materials

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
5.1 prepare media and materials from the holistic plans to encourage and support creativity and creative play						
5.2 support children to use media whilst participating in creativity and creative experiences						
5.3 support children to use materials whilst participating in creativity and creative experiences						
5.4 encourage children to explore materials whilst participating in creativity and creative experiences						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

6. Be able to use communication to support children’s creativity, creative experiences and imaginative play

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
6.1 use expressive language whilst participating in:						
a. creativity and creative experiences						
b. imaginative play						
6.2 use strategies to support children to use expressive language whilst participating in:						
a. creativity and creative experiences						
b. imaginative play						
6.3 support children to develop their interests and ideas by implementing sustained shared thinking						
6.4 use encouragement and praise when supporting:						
a. creativity and creative experiences						
b. imaginative play						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

7. Be able to evaluate and develop practice and activities that support creative and imaginative development for children

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
7.1 reflect on ways of supporting children’s creative and imaginative development in relation to:						
a. practice						
b. activities undertaken and provided						
7.2 evaluate practice and activities that support creative and imaginative development of children						
7.3 explain how to adapt practice to meet the individual needs of children when supporting creative and imaginative development						
7.4 produce a plan that shows how to develop activities which would extend children’s creative thinking and learning						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

Declaration

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Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 312

Supporting children experiencing transitions and significant events in the early years sector

2 credits

1. Understand the potential effects of transitions and significant events in the lives of children

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
1.1 explain the short and long term effects of a range of transitions and significant events in the lives of children			
1.2 explain how to prepare children for transitions and significant events and their potential effects			
1.3 explain how to manage the potential effects of transitions and significant events in partnership with:			
a. children			
b. parents/carers			
c. keyworker/person, colleagues and other professionals			
1.4 explain the effect on children of having positive relationships during periods of transition			
Type of evidence →			
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

2. Be able to support children through the management of transitions and significant events

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
2.1 prepare children for transitions and significant events and their potential effects						
2.2 use strategies to support children through transitions and significant events						
2.3 manage the transitions and significant events in partnership with:						
a. parents/carers						
b. keyworker/person, colleagues and/or other professionals						
2.4 reflect on how children have been supported for transitions and significant events						
2.5 evaluate the effect on children of having relationships during periods of transition:						
a. positive						
b. negative						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Unit 313

Continuous professional development using reflective practice in the early years sector

2 credits

1. Understand the importance of continuing professional development and reflective practice in the early years sector

Assessment criteria (Knowledge) The learner can:	Portfolio reference		
1.1 explain the importance for continued professional development			
1.2 explain the importance of using reflective practice in the early years sector			
1.3 explain how continuing professional development and reflective practice can be used to:			
a. develop best practice			
b. identify practice which requires improvement			
Type of evidence →			
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report			

2. Be able to agree and implement a professional development plan

Assessment criteria (Performance) The learner can:	Evidence date					
	Portfolio reference					
2.1 identify opportunities for continuing professional development						
2.2 identify sources of support for own learning and development						
2.3 describe the process for agreeing a professional development plan						
2.4 draw up own professional development plan in agreement with their manager, mentor or others						
2.5 update own professional development plan to show how achieved learning has impacted practice						
Type of evidence →						
O = Observation EWT=Expert Witness Testimony WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

3. Be able to use reflective practice in own work role in the early years setting

Assessment criteria (Performance)	Evidence date					
The learner can:	Portfolio reference					
3.1 identify opportunities for reflective practice						
3.2 produce a reflective log/journal						
3.3 reflect on observations made						
3.4 make recommendations to improve/change professional practice based on reflection undertaken						
3.5 explain the potential benefits of the recommendations						
3.6 share outcomes of reflective practice with others						
Type of evidence →						
O = Observation WT = Witness Testimony P = Product Q = Questioning PD = Professional Discussion R =Report						

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Assessor Name:	
Assessor Signature:	
Date:	

IQA Name:	
IQA Signature:	
Date:	

Appendix 1 Summary of City & Guilds assessment policies

Health and Safety

All centres have to make sure that they provide a safe and healthy environment for learning, including induction and assessment. City & Guilds external quality assurers check this when they visit assessment centres.

Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website www.cityandguilds.com, City & Guilds Customer Relations Team or your centre.

Access to assessment

City & Guilds qualifications are open to all candidates, whatever their gender, race, creed, age or special needs. Some candidates may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements because you have special needs, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the qualification allows for this. This must be agreed before you start your qualification.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website www.cityandguilds.com, from the City & Guilds Customer Relations Team or your centre.

Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. You may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your assessor.

These procedures will be explained during induction and you will be provided with information about the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can complain to City & Guilds.

Our complaints policy is on our website www.cityandguilds.com or is available from the City & Guilds Customer Relations Team or your centre.

Useful contacts

UK learners

General qualification information

International learners

General qualification information

Centres

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

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

International awards

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

Walled Garden

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

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

Publications

Logbooks, Centre documents, Forms, Free literature

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

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