

Level 3 Diploma for Children's Care, Learning and Development (4227-06) (Wales and Northern Ireland)

Qualification handbook for centres

501/1410/4

Group A units (Mandatory)



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Version and date	Change detail	Section
2.4 December 2012	Qualification structure updated	1.1 Qualification structure

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1 Introduction to the qualification

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

Qualification title and level	Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland)
City & Guilds qualification number	4227-06
Qualification accreditation number	501/1410/4
Last registration date	31/12/2013
Last certification date	31/12/2016

This qualification is relevant to learners who work or want to work with children or young people in a wide range of settings, for example in the roles of:

- Care Worker
- Childminder
- Early Years Practitioner
- Nursery Nurse

This qualification replaces the City & Guilds Level 3 NVQ and Certificate in Children’s Care, Learning and Development (3171/3177).

Whilst completing this qualification learners will develop their knowledge and understanding about children and young people across the 0-19 age range. However in order to complete the full qualification learners must ensure that they have access to an occupational placement working with children aged 0-5 yrs. This can either be paid, unpaid, full time or part time. A placement of this nature will help to ensure that learners are able to produce evidence that will meet the learning outcomes and assessment criteria within the mandatory units and in particular the following units:

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Knowledge/ Competence unit
J/600/9781	Unit 064	Context and Principles for Early Years Provision	4	Competence
J/600/9782	Unit 065	Promote Learning and Development in the Early Years	5	Competence
Y/600/9784	Unit 066	Promote Children’s Welfare and Well-being in the Early Years	6	Competence
H/600/9786	Unit 067	Professional Practice in Early Years Settings	3	Competence
T/600/9789	Unit 068	Support Children’s Speech, Language and Communication	4	Competence

Aim and purpose of the qualification

In Wales and Northern Ireland this qualification is designed to guide and assess the development of knowledge and skills relating to Children's Care Learning and Development. This qualification confirms competence in these areas where appropriate. The qualification serves as the requirements for registration and regulatory requirements in Wales. In Northern Ireland registration is voluntary and hence not linked to qualifications. Therefore this qualification will enable learners to demonstrate that they meet the level of competency required for inspection purposes.

This qualification has been designed to:

- provide a broad understanding of the children and young people's sector and to develop and enhance the practical skills and knowledge required
- 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
- encourage learners to value continued learning and remain in the learning process
- allow learners to learn, develop and practice selected skills required for progression in the sector
- provide opportunities for progression to the Level 5 Diploma in Leadership for Children's Care, Learning and Development – Advanced Practice (Wales and Northern Ireland) and other related qualifications in the sector.

The qualification is derived from and mapped to the CCLD National Occupational Standards.

Principles and values of the sector

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 learners must demonstrate that they work within the context of the principles and values of the sector, relevant regulatory or inspection frameworks and Codes of Practice. Assessors will be expected to confirm this by signing the declaration form, Unit assessment and verification declaration.

1.1 Qualification structure

Learners must gain a minimum of 65 credits to achieve the Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland). To do this they must achieve **49 credits** from the mandatory Group A of units and a minimum of **16 credits** from optional Group B.

Guided Learning Hours (GLH)

Minimum Guided Learning Hours (GLH) are 450.

Maximum Guided Learning Hours (GLH) are 460.

The table below illustrates the unit titles, the credit value of each unit and whether it is a competence or knowledge unit.

This handbook contains the mandatory Group A units only. Optional units can be found in a separate handbook, Level 3 Diploma for Children’s Care, Learning and Development 4227-06 (Wales and Northern Ireland) Qualification handbook for centres Group B Optional units, which is available on the City & Guilds website, www.cityandguilds.com .

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Knowledge/ Competence unit
Mandatory (Group A)				
L/601/1693	Unit 022	Understand Child and Young Person Development	4	Knowledge
R/601/1694	Unit 024	Promote Child and Young Person Development	3	Competence
Y/601/1695	Unit 025	Understand How to Safeguard the Wellbeing of Children and Young People	3	Knowledge
D/601/1696	Unit 027	Support Children and Young People’s Health and Safety	2	Competence
H/601/1697	Unit 028	Develop Positive Relationships with Children, Young People and Others Involved in their Care	1	Competence
K/601/1698	Unit 029	Working Together for the Benefit of Children and Young People	2	Competence
M/601/1699	Unit 030	Understand How to Support Positive Outcomes for Children and Young People	3	Knowledge
J/601/1434	Unit 051	Promote Communication in Health, Social Care or Children’s and Young People’s Settings	3	Competence
A/601/1429	Unit 052	Engage in Personal Development in Health, Social Care or Children’s and Young People’s Settings	3	Competence

Y/601/1437	Unit 053	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	2	Competence
R/601/1436	Unit 054	Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings	1	Knowledge
J/600/9781	Unit 064	Context and Principles for Early Years Provision	4	Competence
J/600/9782	Unit 065	Promote Learning and Development in the Early Years	5	Competence
L/600/9782	Unit 066	Promote Children's Welfare and Well-being in the Early Years	6	Competence
H/600/9786	Unit 067	Professional Practice in Early Years Settings	3	Competence
T/600/9789	Unit 068	Support Children's Speech, Language and Communication	4	Competence
Optional (Group B)				
F/600/2036	Unit 015	Paediatric Emergency First Aid	1	Competence
J/600/2037	Unit 016	Managing Paediatric Illness and Injury	1	Competence
F/600/9777	Unit 033	Understand the Needs of Children and Young People who are Vulnerable and Experiencing Poverty and Disadvantage	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	3	Knowledge
A/601/0121	Unit 075	Work with Babies and Young Children to Promote their Development and Learning	6	Competence
D/601/0130	Unit 076	Care for the Physical and Nutritional Needs of Babies and Young Children	6	Competence
H/601/0131	Unit 077	Lead and Manage a Community Based Early Years Setting	6	Competence
M/601/0133	Unit 078	Promote Young Children's Physical Activity and Movement Skills	3	Competence
Y/600/9770	Unit 079	Understand How to Set Up a Home Based Childcare Service	4	Knowledge
T/601/0134	Unit 081	Support Disabled Children and Young People and those with Specific Requirements	6	Competence
A/601/0135	Unit 082	Promote Creativity and Creative Learning in Young Children	5	Competence
T/600/9775	Unit 083	Coordinate Special Educational Needs Provision	5	Competence
K/601/0132	Unit 086	Support Children or Young People in their Own Home	4	Competence

R/601/1369	Unit 094	Support Children and Young People to Have Positive Relationships	3	Competence
L/601/2861	Unit 097	Support Positive Practice with Children and Young People with Speech, Language and Communication Needs	4	Competence
Y/601/2877	Unit 099	Work with Parents, Families and Carers to Support their Children's Speech, Language and Communication Development	3	Competence
H/502/4682	Unit 109	Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children	3	Competence
Y/502/4680	Unit 110	Work with Parents to Meet their Children's Needs	3	Competence
J/502/4660	Unit 112	Engage Young Parents in Supporting their Children's Development	3	Competence
Y/502/4663	Unit 113	Engage Fathers in their Children's Early Learning	3	Competence
M/502/3812	Unit 114	Engage Parents in their Children's Early Learning	3	Competence
F/601/4056	Unit 116	Support Use of Medication in Social Care Settings	5	Competence
K/601/3225	Unit 124	Promote Children in Early Years Settings Acquiring a New Language through Immersion	4	Competence
T/602/1876	Unit 125	Promote Children's Experiential Learning	6	Competence
A/602/1880	Unit 126	Support Children and Young People with Physical Disabilities	6	Competence
F/602/1881	Unit 127	Support Children and Young People with Learning Disabilities	6	Competence
J/602/1882	Unit 128	Support Children and Young People with Autistic Spectrum Conditions	6	Competence
L/602/1883	Unit 129	Support the Learning and Development of Children and Young People with Health Needs	6	Competence
R/602/1884	Unit 130	Support Children and Young People with Sensory Loss	6	Competence
J/601/8027	Unit 131	Move and Position Individuals in Accordance with their Plan of Care	4	Competence
T/601/9450	Unit 132	Meet Food Safety Requirements when Providing Food and Drink for Individuals	2	Competence
D/601/5750	Unit 133	Support Families who have a Child with a Disability	3	Competence
F/601/3473	Unit 134	Understand Models of Disability	3	Knowledge
A/504/2184	Unit 624	Support children's learning in Welsh language development	5	Competence

L/504/2187	Unit 626	Support children's physical development through activities	4	Competence
R/504/2188	Unit 627	Support children's learning in ICT	4	Competence
Y/504/2189	Unit 628	Support children's outdoor play	4	Competence
L/504/2190	Unit 629	Support children's mathematical development	4	Competence
R/504/2191	Unit 630	Support children's language, literacy and communication	4	Competence
Y/504/2192	Unit 631	Support children's knowledge and understanding of the world	4	Competence
H/504/2194	Unit 633	Contribute to effective team working in health and social care or children and young people's settings	4	Competence
L/504/2206	Unit 643	Support the development of positive behaviour in children	3	Competence
A/503/2576	Unit 673	Promote nutrition and hydration in early years and childcare settings	4	Competence
M/602/3187	Unit 148	Develop professional supervision practice in health and social care or children and young people's work settings	5	Competence
H/602/3185	Unit 698	Understanding professional supervision practice	3	Knowledge
J/504/3371	Unit 701	Promote Signing to Advance Speech, Language and Communication	6	Competence

1.2 Opportunities for progression

This qualification will enable progression within and between levels.

It will allow learners who complete the requirements for a Diploma to take up continuing professional development opportunities through the optional units.

It will allow movement up to another level and across sectors. This suite of units may support progression in/to employment in the following areas:

- Early Years
- Health and Social Care – Children and Young People
- Youth and community work
- Progression into Children and Young People sector

1.3 Qualification support materials

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

Description	How to access
Assignment guide for centres	www.cityandguilds.com
Assignment guide for learners	www.cityandguilds.com
Marking guide	www.cityandguilds.com
Community & Society Guidance updates	www.cityandguilds.com
Fast track approval forms	www.cityandguilds.com
SmartScreen available from Sept 2010 (covers mandatory units only)	www.smartscreen.co.uk
City & Guilds official learner textbook: Publication early 2011 (covers mandatory units only)	www.cityandguilds.com/publications

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 qualifications, Level 3 NVQ and the Certificate in Children's Care, Learning and Development, are required to complete a fast track approval form to receive approval for the new Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) (4227-06). The fast track approval form can be downloaded from the City & Guilds website. Centres will retain any outstanding sanctions. Direct claims status cannot be awarded until the External Quality Assurer has sampled across a full qualification.

Existing City & Guilds centres not currently approved to offer qualifications in this area

Those City & Guilds centres already approved to deliver City & Guilds qualifications but do not have experience of delivery in this subject area will need to go through the qualification approval process. Please refer to **Appendix 2** for further information.

Centre requirements on approval

CCLD centres may apply for automatic approval to the Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland).

2.2 Human Resources

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 Quality Assurer

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 and demonstrable professional development.

Centre staff may undertake more than one role, eg tutor and assessor or Internal Quality Assurer, 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. This includes currency within the occupational area and of best practice in delivery, mentoring, training, assessment and verification. It should also take 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 OR
 - The AI replacements (eg 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) OR
 - Another suitable qualification equivalent/alternative in the assessment of work based performance. This must be agreed in advance with the External Quality Assurer OR
 - 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 Quality Assurer.

Teacher/trainer/tutor requirements: Northern Ireland

Tutors and lecturers:

A teaching qualification is not mandatory for appointment to posts in FE within Northern Ireland. Full-time and associate lecturers in FE without a teaching qualification (such as a BEd or a PGCE) are expected to complete the Postgraduate Certificate in Further and Higher Education delivered by the University of Ulster (the only recognised provider) within three years of taking up a post. Lecturers who go on to complete the Postgraduate Diploma in Further and Higher Education are also eligible to teach in schools. Issues surrounding a new award of Qualified Teaching, Learning and Skills (QTLS) are still under consultation with the Department for Employment and Learning in Northern Ireland (DELNI). For the latest information, visit Lifelong Learning UK (LLUK).

Teachers:

The General Teaching Council for Northern Ireland (GTCNI) has a statutory duty to determine who should be a member of the teaching profession in Northern Ireland. The GTCNI is a self-regulatory

professional body for teachers. All teachers who wish to have their qualifications approved for the purposes of registration with the GTCNI and eligibility to teach should contact the GTCNI, 4th Floor Albany House, 73-75 Great Victoria Street, Belfast, BT2 7AF.

Any queries regarding qualifications should be referred to the GTCNI at the address above, or alternatively telephone: (028) 90333390 or email: infor@gtcni.org.uk

Teacher/trainer/tutor requirements: Wales

The current position on teaching qualification requirements for the life long learning sector in Wales is set out in the following Welsh Assembly Government statement:

<http://wales.gov.uk/publications/accessinfo/drnewhomepage/educationdrs2/2010/clarfewal2008/?lang=en>

Please also see the following:

<http://www.lluk.org/wp-content/uploads/2010/11/new-overarching-professional-standards-for-teachers-tutors-trainers-in-wales>)

Expert witness

An expert witness must:

1. have a working knowledge of the QCF units on which their expertise is based
2. be occupationally competent in their area of expertise
3. have EITHER any qualification in assessment of workplace performance OR
4. a professional work role which involves evaluating the every day practice of staff.

Internal verifiers/Internal Quality Assurer

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. Those carrying out internal quality assurance role must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

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 Learner entry requirements

There are no formal entry requirements for learners undertaking this Diploma. However, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place. Some units require learners to be working within a particular context or with a particular age range for example units 064 – 068 require learners to be working with children in the 0-5 age range.

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

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

Age restrictions

This Level 3 Diploma is not approved for the use by those who are under 16 years of age. City & Guilds cannot accept any registrations for learners in this age group. There may also be age restrictions placed on individuals when undertaking certain work activities within the childcare sector. Where there is uncertainty about such restrictions these should be clarified with the appropriate regulator in the relevant home nation.

Other legal considerations

The following legal considerations apply to this qualification.

Learners entering the children and young people's sector are 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. Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) are identified in each unit assessment requirements. Assessment decisions must be made by an assessor with appropriate occupational competence. Observations must occur in a real work environment. In these units direct observation will be 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 learner prior to the start of their programme. This will help to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the learner 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 learner has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin
- any other formal or informal training or experience for which the learner could receive recognition for prior learning (RPL). Further information about the use of RPL can be found at section 4.6 in this log book.

City & Guilds recommends that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre. This information should be recorded in a learning contract or a personalised learning plan or a similar document.

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 learners
- 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, 'Essential Skills Wales' and Essential Skills, (Northern Ireland) 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 learners. Guidance on data protection and the obligations of City & Guilds and centres are explained in Providing City & Guilds qualifications.

Confidential records used as evidence

Learners 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. Where appropriate, learners should seek consent from individual children and young people.

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

External Quality Assurers 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 learners have responsibilities in terms of meeting child protection legislation.

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

1. the need for the learner to obtain permission from the minor's parent/guardian prior to collecting the evidence
2. the importance of seeking consent from the children and young people concerned and their right to refuse to consent
3. the purpose of the use of photographs or video recordings
4. the period of time for which the photographs or video recordings are to be kept
5. their obligation to keep photographs or video recordings secure from unauthorised access
6. their obligations relating to storage of the photographs or video recordings which are kept electronically, and the associated security of using electronic systems
7. associated child protection legislation.

4 Assessment

4.1 Summary of assessment methods

This competence-based qualification is designed to be assessed in the learner'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. Learners will be expected to demonstrate competence working with children 0-5yrs however opportunities to demonstrate competence working with older children can be achieved using the optional units.

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 and demonstrable professional development.

Competence-based units

There will be a combination of assessment methods for this qualification which meets the requirements of the competence units. Direct observation of learner'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 assessment of knowledge in the following ways.

- Portfolio of evidence, using diverse range of assessment methods
- Externally set and internally verified assignments
- A combination of both of the above

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.

4.2 Observation requirements

The prime source of evidence for the 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 demonstrate the consistency of the learner's practice for each unit.

- **Expert witnesses** may observe learner practice and provide testimony for competence based units. This will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their learner she/he will identify an expert witness in the workplace, who will provide testimony of the learner's work based performance.
- **Work products** can be any relevant products of learners' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice. Please refer to section 3.3 of this document for further guidance in relation to Data Protection policy and legal requirements.
- **Professional discussion** should be in the form of a planned and structured review of learners' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence of the learner's ability to evaluate their knowledge and practice across the qualification.
- **Learner/ reflective accounts** describe learners' actions in particular situations and/or reflect on the reasons for practicing in the ways selected. Reflective accounts also provide evidence that learners' can evaluate their knowledge and practice across the activities embedded in this qualification.
- **Questions** asked by assessors and answered by learners to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing learner 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** should be from people who are in a position to provide evidence of learner 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** Learners 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. Refer to section 4.6 of this document for guidance on RPL.
- **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.

4.3 Assignments

Assignments may be found in the City & Guilds assignment guides (Assignment Guide for Centres and Centre Guide for Learners), which are accessible as a free download from www.cityandguilds.com. These are suggested assessments only. Centres may decide that some learners do not have the necessary skills to carry out an assignment. In these cases, a portfolio of evidence may be submitted. Centres may devise their own assignments.

- Centre staff should guide learners to ensure excessive evidence gathering is avoided.
- All assignments must be completed and assessed within the learner's period of registration. Centres should advise learners 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.

Unit No.	Level	Title	Assessment Method
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 quality assured.
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 quality assured.
030	2	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 quality assured.
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, locally marked and externally quality assured.
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, locally marked and externally quality assured.
054	3	Principles for Implementing Duty of Care in Health, Social Care or Children and Young People's Settings	Assignment 4227-055 Graded as Pass or Refer only Externally set assignment, locally marked and externally quality assured
079	3	Understand How to Set Up a Home Based Childcare Service	Assignment 4227-080 Graded as DMPX (Distinction/Merit/Pass/Fail) Externally set assignment, locally marked and externally quality assured.
134	3	Understand Models of Disability	Assignment 4227-135 Graded as DMPX (Distinction/Merit/Pass/Fail) Externally set assignment, locally marked and externally quality assured.

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 24 – 25 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 learner's assessment, will be of considerable assistance to centres in providing learners 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 learner performance will be derived from assessor observation and/or testimony from an expert witness of the learner carrying out real work activities in the workplace. Assessor observation is not required for the knowledge units although knowledge can be inferred from performance.

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 learners' 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 learners' work practice they should question the learner 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 learners with a qualified occupationally knowledgeable assessor. Professional discussion 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 learners' assessment plans and thereby agreed in advance with learners. 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. They 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. These must be approved for use by the External Quality Assurer, before they are used by learners 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.

*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.

Learner and centre details (Form 1)

Form used to record learner and centre details, and the units/qualification(s) being assessed and details and signatures of assessor(s) and Internal Quality Assurer(s). This should be the first page of the learner portfolio.

Learner profile (Form 2)

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

Learner skill scan (Form 3)

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

Expert/witness status list (Form 4)*

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

Assessment plan, review and feedback (Form 5)*

Form used to record unit assessment plans, reviews and feedback to the learner. 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 OfQual requirement for a statement on authenticity. If this form is not used, there must be a written declaration, at unit level, signed and dated by the learner and the assessor, 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 learner'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.

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

City & Guilds qualification title:			
Qualification number:		Level:	

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

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

Internal Quality Assurer details			
Name:		Signature:	
Contact number:		Position:	

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

Learner name: _____

Unit	Duties	Examples Experience/qualifications	Training required
001			
002			
003			
004			

Qualification title: _____

Unit title: _____

Learner name: _____

Please ensure that all witnesses who have signed the learner’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 learner**	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 learner**

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

Assessor signature: _____ Date: _____

Learner 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.

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	Learner and assessor signatures	Evidence reference

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	Learner and assessor signatures	Evidence reference

The above is an accurate record of the discussion.

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Qualification/unit: _____

Learner 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**

Evidence ref(s):
Unit number(s):

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

Unit(s)	Learning outcome(s)	Assessment criteria	Evidence

Unit(s)	Learning outcome(s)	Assessment criteria	Evidence

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

Learner signature: _____ Date: _____

Assessor/Expert Witness* signature: _____ Date: _____

*delete as appropriate

Internal Quality Assurer signature (if sampled): _____ Date: _____

Unit: _____

Learner name: _____

Unit	Learning outcome(s)	Assessment criteria	Questions	Answers

The above is an accurate record of the questioning.

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal Quality Assurer signature (if sampled): _____ Date: _____

Learner 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 learner

The above is an accurate record of the discussion.

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal Quality Assurer signature (if sampled): _____ Date: _____

Learner name: _____

Unit number/title: _____

Item of evidence	Loc*	Ref	Link to assessment criteria (✓)											
			1	2	3	4	5	6	7	8	9	10		

* Location key: P = portfolio, O = office (add further categories as appropriate)

Form 9B Evidence location sheet



Candidate name: _____
Unit number/title: _____

Item of evidence	Loc*	Ref	Link to assessment criteria (✓)																				
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

* Location key: P = portfolio, O = office (add further categories as appropriate)

Qualification title: _____
 Unit number and title: _____

Learner declaration

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

Learner name: _____
 Signature: _____ Date: _____
 City & Guilds registration / unique learner number (ULN): _____

Assessor declaration

I confirm that this learner 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 Quality Assurer declaration

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

- | | |
|--|--------------------|
| <input type="checkbox"/> sampling learner and assessment evidence | Date: _____ |
| <input type="checkbox"/> discussion with learner | Date: _____ |
| <input type="checkbox"/> observation of assessment practice | Date: _____ |
| <input type="checkbox"/> other – please state: _____ | Date: _____ |

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

Not sampled

Internal Quality Assurer name: _____
 Internal Quality Assurer signature: _____ Date: _____
 Countersignature: (if relevant) _____ Date: _____
 (For staff working towards the Internal Quality Assurer qualification)

Learner name: _____ Signature: _____
 City & Guilds registration number: _____ Date: _____
 Centre name: _____ Centre number: _____

Unit	Title	Internal verification		Grade achieved <i>(if appropriate)</i>	Signatures			
		Date	Types of evidence <i>(see key)</i>		Assessor *	Learner	IV*	EV <i>(if sampled)</i>

*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; L = Learner/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 Quality Assurer 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 = Simulation; PD = Professional discussion;
 (please extend if necessary): 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/context. 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 learners 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's Care, Learning and Development 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 Group A mandatory units for this qualification follow. The optional units are available in a separate document, entitled Level 3 Diploma for the Children's Care, Learning and Development (Wales and Northern Ireland) (4227-06), 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 Register of Accredited Qualifications (The Register) www.register.ofqual.gov.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
022	CYP core 3.1	Understand Child and Young Person Development	L/601/1693	4
024	CYP core 3.2	Promote Child and Young Person Development	R/601/1694	3
025	CYP core 3.3	Understand How to Safeguard the Wellbeing of Children and Young People	Y/601/1695	3
027	CYP core 3.4	Support Children and Young People's Health and Safety	D/601/1696	2
028	CYP core 3.5	Develop Positive Relationships with Children, Young People and Others Involved in their Care	H/601/1697	1

029	CYP core 3.6	Working Together for the Benefit of Children and Young People	K/601/1698	2
030	CYP core 3.7	Understand How to Support Positive Outcomes for Children and Young People	M/601/1699	3
051	SHC 31	Promote Communication in Health, Social Care or Children's and Young People's Settings	J/601/1434	3
052	SHC 32	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	A/601/1429	3
053	SHC 33	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	Y/601/1437	2
054	SHC 34	Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings	R/601/1436	1
064	EYMP1	Context and Principles for Early Years Provision	J/600/9781	4
065	EYMP2	Promote Learning and Development in the Early Years	L/600/9782	5
066	EYMP3	Promote Children's Welfare and Well-being in the Early Years	Y/600/9784	6
067	EYMP4	Professional Practice in Early Years Settings	H/600/9786	3
068	EYMP5	Support Children's Speech, Language and Communication	T/600/9789	4

Unit 051

Promote Communication in Health, Social Care or Children's and Young People's Settings

Level: 3
Credit value: 3
UAN: J/601/1434

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 explores the central importance of communication in such settings, and ways to overcome barriers to meet individual needs and preferences in communication. It also considers issues of confidentiality.

Learning outcomes

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

1. Understand why effective 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 overcome barriers to communication
4. Be able to apply principles and practices relating to confidentiality

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

This unit is linked to:

- CCLD 301
- GCU 1
- GEN 22
- HSC 31

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:

- learner portfolio of evidence.

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.

Simulation is not permitted.

Unit 051

Promote Communication in Health, Social Care or Children's and Young People's Settings

Outcome 1

Understand why effective communication is important in the work setting

Assessment Criteria

The learner can:

1. Identify the different reasons people communicate
2. Explain how communication affects relationships in the work setting.

Unit 051

Promote 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. Demonstrate how to establish the communication and language needs, wishes and preferences of individuals
2. Describe the factors to consider when promoting effective communication
3. Demonstrate a range of **communication methods** and styles to meet individual needs
4. Demonstrate how to respond to an individual's reactions when communicating.

Additional Guidance

Communication methods include:

- a. non-verbal communication, eg
 - eye contact
 - touch
 - physical gestures
 - body language
 - behaviour.
- b. verbal communication, eg
 - vocabulary
 - linguistic tone
 - pitch.

Unit 051

Promote Communication in Health, Social Care or Children's and Young People's Settings

Outcome 3

Be able to overcome barriers to communication

Assessment Criteria

The learner can:

1. Explain how people from different backgrounds may use and/or interpret communication methods in different ways
2. Identify barriers to effective communication
3. Demonstrate ways to overcome barriers to communication
4. Demonstrate strategies that can be used to clarify misunderstandings
5. Explain how to access extra support or **services** to enable individuals to communicate effectively.

Additional Guidance

Services may include:

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

Unit 051

Promote 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

Assessment Criteria

The learner can:

1. Explain the meaning of the term confidentiality
2. Demonstrate ways to maintain confidentiality in day to day communication
3. Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns.

Unit 051 Promote Communication in Health, Social Care or Children’s and Young People’s Settings

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units) 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 052

Engage in Personal Development in Health, Social Care or Children's and Young People's Settings

Level: 3
Credit value: 3
UAN number: A/601/1429

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 considers personal development and reflective practice, which are both fundamental to such roles.

Learning outcomes

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

1. Understand what is required for competence in own work role
2. Be able to reflect on practice
3. Be able to evaluate own performance
4. Be able to agree a personal development plan
5. Be able to use learning opportunities and reflective practice to contribute to personal development

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

This unit is linked to

- CCLD 304
- GCU 6
- GEN 12 GEN 13
- HSC 33

Themes recur as knowledge requirements, performance criteria 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:

- learner portfolio of evidence.

Simulation is not permitted.

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 052 Engage in 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 work role
2. Explain expectations about own work role as expressed in relevant **standards**.

Additional Guidance

Standards may include:

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

Unit 052

Engage in Personal Development in Health, Social Care or Children's and Young People's Settings

Outcome 2

Be able to reflect on practice

Assessment Criteria

The learner can:

1. Explain the importance of reflective practice in continuously improving the quality of service provided
2. Demonstrate the ability to reflect on practice
3. Describe how own values, belief systems and experiences may affect working practice.

Unit 052

Engage in Personal Development in Health, Social Care or Children's and Young People's Settings

Outcome 3

Be able to evaluate own performance

Assessment Criteria

The learner can:

1. Evaluate own knowledge, performance and understanding against relevant standards
2. Demonstrate use of feedback to evaluate own performance and inform development.

Unit 052 Engage in Personal Development in Health, Social Care or Children's and Young People's Settings

Outcome 4 Be able to agree a personal development plan

Assessment Criteria

The learner can:

1. Identify **sources of support** for planning and reviewing own development
2. Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities
3. Demonstrate how to work with **others** to agree own **personal development plan**.

Additional Guidance

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.

Sources of support may include:

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

Others may include:

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

Unit 052

Engage in Personal Development in Health, Social Care or Children's and Young People's Settings

Outcome 5

Be able to use learning opportunities and reflective practice to contribute to personal development

Assessment Criteria

The learner can:

1. Evaluate how learning activities have affected practice
2. Demonstrate how reflective practice has led to improved ways of working
3. Show how to record progress in relation to personal development.

Unit 052 Engage in Personal Development in Health, Social Care or Children’s and Young People’s Settings

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units) 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 053

Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

Level: 3
Credit value: 2
UAN number: Y/601/1437

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 covers the topics of equality, diversity and inclusion and how to promote these in the work setting.

Learning outcomes

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

1. Understand the importance of diversity, equality and inclusion
2. Be able to work in an inclusive way
3. Be able to promote diversity, equality and inclusion

Guided learning hours

It is recommended that 8 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 305
- GCU 5
- HSC 34, HSC 35, HSC 3116

Themes recur as knowledge requirements 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:

- learner portfolio of evidence.

Simulation is not permitted.

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 053

Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

Outcome 1

Understand the importance of diversity, equality and inclusion

Assessment Criteria

The learner can:

1. Explain what is meant by:
 - a. Diversity
 - b. Equality
 - c. Inclusion
2. Describe the potential **effects** of discrimination
3. Explain how inclusive practice promotes equality and supports diversity.

Additional Guidance

Effects may include effects on:

- the individual
- families or friends of the individual
- those who inflict discrimination
- wider society.

Unit 053

Promote 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. Explain how legislation and codes of practice relating to equality, diversity and discrimination apply to own work role
2. Show interaction with individuals that respects their beliefs, culture, values and preferences.

Unit 053

Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings

Outcome 3

Be able to promote diversity, equality and inclusion

Assessment Criteria

The learner can:

1. Demonstrate actions that model inclusive practice
2. Demonstrate how to support others to promote equality and rights
3. Describe how to challenge discrimination in a way that promotes change.

Unit 053 Promote Equality and Inclusion in Health, Social Care or Children’s and Young People’s Settings

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units) 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 054

Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings

Level: 3
Credit value: 1
UAN number: R/601/1436

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. It considers how duty of care contributes to safe practice, and how to address dilemmas or complaints that may arise where there is a duty of care.

Learning outcomes

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

1. Understand how duty of care contributes to safe practice
2. Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care
3. Know how to respond to complaints

Guided learning hours

It is recommended that 5 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 305
- GCU 2
- HSC 24, HSC 34, HSC 35

Themes recur as knowledge requirements 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 either:

- learner portfolio of evidence (054)
- an assignment covering Learning Outcomes and assessment criteria (055).

Simulation is not permitted.

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 054

Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings

Outcome 1

Understand how duty of care contributes to safe practice

Assessment Criteria

The learner can:

1. Explain what it means to have a duty of care in own work role
2. Explain how duty of care contributes to the safeguarding or protection of individuals.

Unit 054 **Principles for Implementing Duty of Care in Health, Social Care or Children’s and Young People’s Settings**

Outcome 2 Know how to address conflicts or dilemmas that may arise between an individual’s rights and the duty of care

Assessment Criteria

The learner can:

1. Describe potential conflicts or dilemmas that may arise between the duty of care and an individual’s rights
2. Describe how to manage risks associated with conflicts or dilemmas between an individual’s rights and the duty of care
3. Explain where to get additional support and advice about conflicts and dilemmas.

Unit 054

Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings

Outcome 3

Know how to respond to complaints

Assessment Criteria

The learner can:

1. Describe how to respond to complaints
2. Explain the main points of agreed procedures for handling complaints.

Unit 054 Principles for Implementing Duty of Care in Health, Social Care or Children’s and Young People’s Settings

Notes for guidance

See page 24 – 25 of this handbook (Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units) 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 022

Understand Child and Young Person Development

Level: 3
Credit value: 4
UAN number: L/601/1693

Unit aim

This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

Learning outcomes

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

1. Understand the expected pattern of development for children and young people from birth - 19 years
2. Understand the factors that influence children and young people's development and how these affect practice
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people
5. Understand the potential effects of transitions on children and young people's development.

Guided learning hours

It is recommended that 30 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 303: Promote children's development
- HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans
- CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of children and young people.

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:

- learner portfolio of evidence(022)
- an assignment covering Learning Outcomes and assessment criteria (023).

Simulation is not permitted.

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 022

Understand Child and Young Person Development

Outcome 1

Understand the expected pattern of development for children and young people from birth - 19 years

Assessment Criteria

The learner can:

1. Explain the sequence and rate of each **aspect of development** from birth – 19 years
2. Explain the difference between sequence of development and rate of development and why the difference is important.

Additional Guidance

Developmental aspects are:

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

Unit 022

Understand Child and Young Person Development

Outcome 2

Understand the factors that influence children and young people's development and how these affect practice

Assessment Criteria

The learner can:

1. Explain how children and young people's development is influenced by a range of **personal factors**
2. Explain how children and young people's development is influenced by a range of **external factors**
3. Explain how **theories of development** and **frameworks to support development** influence current practice.

Additional Guidance

Personal factors are:

- a. health status
- b. disability
- c. sensory impairment
- d. learning difficulties.

External factors are:

- a. poverty and deprivation
- b. family environment and background
- c. personal choices
- d. looked after/care status
- e. education.

Theories of development are:

- a. cognitive (eg Piaget)
- b. psychoanalytic (eg Freud)
- c. humanist (eg Maslow)
- d. social learning (eg Bandura)
- e. operant conditioning (eg Skinner)
- f. Behaviourist (eg Watson).

Frameworks to support development are:

- a. social pedagogy.

Unit 022

Understand Child and Young Person Development

Outcome 3

Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern

Assessment Criteria

The learner can:

1. Explain how to monitor children and young people's development using different **methods**
2. Explain the **reasons why children and young people's development may not follow the expected pattern**
3. Explain how disability may affect development
4. Explain how **different types of interventions** can promote positive outcomes for children and young people where development is not following the expected pattern.

Additional Guidance

Methods of assessing development needs may include:

- Assessment Frameworks
- Observation
- Standard measurements
- Information from carers and colleagues.

Reasons why development is not following expected pattern may include:

- Disability
- Emotional
- Physical
- Environmental
- Cultural
- Social
- Learning needs
- Communication.

Different types of interventions may include:

- Social worker
- Speech and language therapist
- Psychologist
- Psychiatrist
- Youth justice
- Physiotherapist
- Nurse specialist
- Additional learning support
- Assistive technology
- Health visitor.

Unit 022

Understand Child and Young Person Development

Outcome 4

Understand the importance of early intervention to support the speech, language and communication needs of children and young people

Assessment Criteria

The learner can:

1. Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
2. Explain how multi agency teams work together to support speech, language and communication
3. Explain how play and activities are used to support the development of speech, language and communication.

Unit 022

Understand Child and Young Person Development

Outcome 5

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

Assessment Criteria

The learner can:

1. Explain how different types of transitions can affect children and young people's development
2. Evaluate the effect on children and young people of having positive relationships during periods of **transition**.

Additional Guidance

Types of **transitions** are:

- 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.

Unit 022 Understand Child and Young Person Development

Notes for guidance

See page 24-25 of this handbook (Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units) 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: 3
Credit value: 3
UAN number: R/601/1694

Unit aim

This unit provides a sound basis of knowledge, understanding and the competence required to promote children and young people's development and positive behaviour. It also includes how to support children and young people going through transitions in their lives.

Learning outcomes

There are six learning outcomes to this unit. The learner will:

1. Be able to assess the development needs of children or young people and prepare a development plan
2. Be able to promote the development of children or young people
3. Be able to support the provision of environments and services that promote the development of children or young people
4. Understand how working practices can impact on the development of children and young people
5. Be able to support children and young people's positive behaviour
6. Be able to support children and young people experiencing transitions.

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 303: Promote children's development
- LDSS 10: Support the child or young person's successful transfer and transition in learning and development contexts
- HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans
- CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people
- UK Codes of Practice for Social Care Workers.

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:

- learner portfolio of evidence.

Learning Outcomes 1, 2, 3, 5 and 6 must be assessed in a real work environment. Simulation is not permitted.

Some reflection on practice should be included in the assessment.

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 024 Promote Child and Young Person Development

Outcome 1 Be able to assess the development needs of children or young people and prepare a development plan

Assessment Criteria

The learner can:

1. Explain the **factors that need to be taken into account when assessing development**
2. Assess a child or young person's development in the following areas:
 - a. Physical
 - b. Communication
 - c. Intellectual/cognitive
 - d. Social, emotional and behavioural
 - e. Moral.
3. Explain the selection of the assessment **methods** used
4. Develop a **plan** to meet the development needs of a child or young person in the work setting.

Additional Guidance

Factors that need to be taken into account when assessing development may include:

- Confidentiality and when, for the safety of the child or young person confidentiality must be breached
- Children's wishes and feelings
- Ethnic, linguistic and cultural background
- Disability or specific requirements (additional needs)
- Reliability of information
- Avoiding bias.

Methods may include:

- Assessment Framework/s
- Observations
- Standard measurements
- Information from parent, carers, children and young people, other professionals and colleagues.

Plan should feature:

- Encouraging child or young person to take responsibility for own development should feature in plan.

Unit 024 Promote Child and Young Person Development

Outcome 2 Be able to promote the development of children or young people

Assessment Criteria

The learner can:

1. Implement the **development plan** for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected
2. Evaluate and revise the **development plan** in the light of implementation
3. Explain the importance of a person centred and inclusive approach and give examples of how this is implemented in own work
4. Listen to children or young people and communicate in a way that encourages them to feel valued
5. Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities.

Additional Guidance

A **development plan can** be drawn from a lead practitioner's (eg a teacher's) overarching plan.

Unit 024 Promote Child and Young Person Development

Outcome 3 Be able to support the provision of environments and services that promote the development of children or young people

Assessment Criteria

The learner can:

1. Explain the **features of an environment or service** that promotes the development of children and young people
2. Demonstrate **how own work environment or service is organised** to promote the development of children or young people.

Additional Guidance

Features of an environment or service may include:

- Stimulating and attractive
- Well planned and organised
- Personalised and inclusive
- Encouraging and practising participation
- High quality policies in place and followed
- Regulatory requirements met
- Varied
- Meeting individual and group needs
- Providing appropriate risk and challenge
- Involving parents and carers where appropriate to setting or service.

How own work environment or service is organised may include:

- Taking into account personal and external factors
- Providing specific activities such as play, learning, home visiting
- Providing services
- Measuring outcomes
- Communicating effectively and showing appropriate empathy and understanding
- Supporting participation
- Involving parents and carers where appropriate to setting or service
- Supporting children and young people's rights.

Unit 024

Promote Child and Young Person Development

Outcome 4

Understand how working practices can impact on the development of children and young people

Assessment Criteria

The learner can:

1. Explain how own working practice can affect children and young people's development
2. Explain how institutions, agencies and services can affect children and young people's development.

Unit 024

Promote Child and Young Person Development

Outcome 5

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

Assessment Criteria

The learner can:

1. Demonstrate how they work with children and young people to encourage positive behaviour
2. Evaluate different approaches to **supporting positive behaviour**.

Additional Guidance

Supporting positive behaviour may include:

- Least restrictive principle
- Reinforcing positive behaviour
- Modelling/positive culture
- Looking for reasons for inappropriate behaviour and adapting responses
- Individual behaviour planning
- Phased stages
- Planning interventions to reduce inappropriate behaviour
- Deescalate and diversion
- Containment
- Following management plans
- Boundary setting and negotiation
- Supporting children and young people's reflection on and management of own behaviour
- Anti-bullying strategies
- Time out (following up to date guidance)
- Use of physical intervention (following up to date guidance).

Unit 024

Promote Child and Young Person Development

Outcome 6

Be able to support children and young people experiencing transitions

Assessment Criteria

The learner can:

1. Explain how to support children and young people experiencing **different types of transitions**
2. Demonstrate provision of structured opportunities for children or young people to explore the effects of transitions on their lives.

Additional Guidance

Different types of transitions may include:

- Emotional, affected by personal experience e.g. bereavement, entering/leaving care
- Physical e.g. 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.

Unit 024 Promote Child and Young Person Development

Notes for guidance

See page 24-25 of this handbook (Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units) 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 025

Understand How to Safeguard the Wellbeing of Children and Young People

Level: 3
Credit value: 3
UAN number: Y/601/1695

Unit aim

This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

Learning outcomes

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

1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people
2. Understand the importance of working in partnership with other organisations to safeguard children and young people
3. Understand the importance of ensuring children and young people's safety and protection in the work setting
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed
5. Understand how to respond to evidence or concerns that a child or young person has been bullied
6. Understand how to work with children and young people to support their safety and wellbeing
7. Understand the importance of e-safety for children and young people.

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:

- CLD 305: Protect and promote children's rights
- LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse
- HSC 34: Promote the well-being and protection of children and young people
- CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people
- UK Codes of Practice for Social Care Workers.

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:

- learner portfolio of evidence (025)
- an assignment covering Learning Outcomes and assessment criteria (026).

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 025

Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 1

Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people

Assessment Criteria

The learner can:

1. Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
2. Explain child protection within the wider concept of safeguarding children and young people
3. Analyse how national and local guidelines, policies and procedures for safeguarding affect **day to day work** with children and young people
4. Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
5. Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.

Additional Guidance

Day to day work may include:

- Childcare practice
- Child protection
- Risk assessment
- Ensuring the voice of the child or young person is heard (eg providing advocacy services)
- Supporting children and young people and others who may be expressing concerns.

Unit 025

Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 2

Understand the importance of working in partnership with other organisations to safeguard children and young people

Assessment Criteria

The learner can:

1. Explain the importance of safeguarding children and young people
2. Explain the importance of a child or young person centred approach
3. Explain what is meant by partnership working in the context of safeguarding
4. Describe the roles and responsibilities of the **different organisations** that may be involved when a child or young person has been abused or harmed.

Additional Guidance

Different organisations may include:

- Social services
- NSPCC
- Health visiting
- GP
- Probation
- Police
- School
- Psychology service.

Unit 025

Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 3

Understand the importance of ensuring children and young people's safety and protection in the work setting

Assessment Criteria

The learner can:

1. Explain why it is important to ensure children and young people are protected from harm within the work setting
2. Explain **policies and procedures** that are in place to protect children and young people and adults who work with them
3. Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
4. Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.

Additional Guidance

Policies and procedures may include:

- Working in an open and transparent way
- Listening to children and young people
- Duty of care
- Whistle-blowing
- Power and positions of trust
- Propriety and behaviour
- Physical contact
- Intimate personal care
- Off site visits
- Photography and video
- Sharing concerns and recording/reporting incidents.

Unit 025

Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 4

Understand how to respond to evidence or concerns that a child or young person has been abused or harmed

Assessment Criteria

The learner can:

1. Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
2. Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
3. Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.

Unit 025

Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 5

Understand how to respond to evidence or concerns that a child or young person has been bullied

Assessment Criteria

The learner can:

1. Explain different types of **bullying** and the potential effects on children and young people
2. Outline the policies and procedures that should be followed in response to concerns or evidence of **bullying** and explain the reasons why they are in place
3. Explain how to support a child or young person and/or their family when **bullying** is suspected or alleged.

Additional Guidance

Bullying may include:

- Physical (pushing, kicking, hitting, pinching and other forms of violence or threats)
- Verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing)
- Emotional (excluding, tormenting, ridicule, humiliation)
- Cyber bullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else)
- Specific types of bullying, which can relate to all the above, such as homophobic or gender-based, racist, relating to special educational needs and disabilities.

Unit 025

Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 6

Understand how to work with children and young people to support their safety and wellbeing

Assessment Criteria

The learner can:

1. Explain how to support children and young people's self-confidence and self-esteem
2. Analyse the importance of supporting resilience in children and young people
3. Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
4. Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety.

Unit 025

Understand How to Safeguard the Wellbeing of Children and Young People

Outcome 7

Understand the importance of e-safety for children and young people

Assessment Criteria

The learner can:

1. Explain the risks and possible consequences for children and young people of being online and of using a mobile phone
2. Describe ways of reducing risk to children and young people from:
 - a. Social networking
 - b. Internet use
 - c. Buying online
 - d. Using a mobile phone.

Unit 025 Understand How to Safeguard the Wellbeing of Children and Young People

Notes for guidance

See page 24-25 of this handbook (Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units) 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 027

Support Children and Young People's Health and Safety

Level: 3
Credit value: 2
UAN number: D/601/1696

Unit aim

This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

Learning outcomes

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

1. Understand how to plan and provide environments and services that support children and young people's health and safety
2. Be able to recognise and manage risks to health, safety and security in a work setting or off site visits
3. Understand how to support children and young people to assess and manage risk for themselves
4. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits.

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:

- CCLD 302: Develop and maintain a healthy, safe and secure environment for children
- HSC 32: Promote, monitor and maintain health, safety and security in the working environment
- LDSS Unit 2: Ensure your own actions reduce risk to health and safety
- CWDC Training, support and development standards for Foster care
- Standard 3: Understand health and safety, and healthy care
- UK Codes of Practice for Social Care Workers.

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:

- learner portfolio of evidence.

Assessment of Learning Outcome 2 must take place in a real work environment. Simulation is not permitted.

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 027

Support Children and Young People's Health and Safety

Outcome 1

Understand how to plan and provide environments and services that support children and young people's health and safety

Assessment Criteria

The learner can:

1. Describe the **factors** to take into account when planning healthy and safe indoor and outdoor environments and services
2. Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely
3. Identify sources of current guidance for planning healthy and safe environments and services
4. Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service.

Additional Guidance

Factors may include:

- The individual needs, age and abilities of the children and young people
- Specific risks to individuals such as pregnancy, sensory impairments
- The needs of carers where relevant
- The function and purpose of environments and services offered
- The duty of care
- Desired outcomes for the children and young people
- Lines of responsibility and accountability.

Unit 027

Support Children and Young People's Health and Safety

Outcome 2

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

Assessment Criteria

The learner can:

1. Demonstrate how to identify **potential hazards** to the health, safety and security of children or young people, families and other visitors and colleagues
2. Demonstrate ability to deal with hazards in the work setting or in off site visits
3. Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk
4. Explain how health and safety risk assessments are monitored and reviewed.

Additional Guidance

Potential hazards may include:

- Physical
- Security
- Fire
- Food safety
- Personal safety.

Unit 027

Support Children and Young People's Health and Safety

Outcome 3

Understand how to support children and young people to assess and manage risk for themselves

Assessment Criteria

The learner can:

1. Explain why it is important to take a **balanced approach to risk management**
2. Explain the dilemma between the rights and choices of children and young people and health and safety requirements
3. Give example from own practice of supporting children or young people to assess and manage risk.

Additional Guidance

Balanced approach to risk management must include:

- a. Taking into account child or young person's age, needs and abilities
- b. Avoiding excessive risk taking
- c. Not being excessively risk averse
- d. Recognising the importance of risk and challenge to a child or young person's development.

Unit 027

Support Children and Young People's Health and Safety

Outcome 4

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

Assessment Criteria

The learner can:

1. Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness
2. Identify the correct procedures for recording and reporting **accidents, incidents, injuries, signs of illness** and other emergencies.

Additional Guidance

Accidents, incidents, emergencies and illness may include:

- Accidents involving children, young people or adults
- Incidents – all types
- Emergencies such as fire, missing children or young people, evacuation
- Recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action.

Unit 027 Support Children and Young People’s Health and Safety

Notes for guidance

See page 24-25 of this handbook (Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units) 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 028

Develop Positive Relationships with Children, Young People and Others Involved in their Care

Level: 3
Credit value: 1
UAN number: H/601/1697

Unit aim

This unit aims to enable the learner to understand and practise the skills required to develop positive relationships with children, young people and carers.

Learning outcomes

There are two learning outcomes to this unit. The learner will:

1. Be able to develop positive relationships with children and young people
2. Be able to build positive relationships with people involved in the care of children and young people.

Guided learning hours

It is recommended that 8 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 301: Develop and promote positive relationships
- HSC 31: Promote effective communication for and about individuals
- CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively
- UK Codes of Practice for Social Care Workers.

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:

- learner portfolio of evidence.

This unit must be assessed in a real work environment. Simulation is not permitted.

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 028 Develop Positive Relationships with Children, Young People and Others Involved in their Care

Outcome 1 Be able to develop positive relationships with children and young people

Assessment Criteria

The learner can:

1. Explain why **positive relationships** with children and young people are important and **how these are built and maintained**
2. Demonstrate how to listen to and build relationships with children and young people
3. Evaluate own effectiveness in building relationships with children or young people.

Additional Guidance

How positive relationships are built and maintained may include:

- Communicating effectively
- Identifying and sorting out conflicts and disagreements
- Being consistent and fair
- Showing respect and courtesy
- Valuing and respecting individuality
- Keeping promises and honouring commitments
- Monitoring impact of own behaviour on others
- Keeping confidentiality as appropriate
- Recognising and responding appropriately to the power base underpinning relationships.

Unit 028 Develop Positive Relationships with Children, Young People and Others Involved in their Care

Outcome 2 Be able to build positive relationships with people involved in the care of children and young people

Assessment Criteria

The learner can:

1. Explain why positive relationships with people involved in the care of children and young people are important
2. Demonstrate how to build positive relationships with **people involved** in the care of children and young people.

Additional Guidance

People involved may include:

- Colleagues
- Organisational managers and supervisors (where appropriate)
- Carers
- Official visitors eg inspectorate for the UK home nation (where appropriate)
- Other visitors
- Colleagues from other agencies and services
- External partners.

Unit 028 Develop Positive Relationships with Children, Young People and Others Involved in their Care

Notes for guidance

See page 24-25 of this handbook (Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units) 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 029

Working Together for the Benefit of Children and Young People

Level: 3
Credit value: 2
UAN number: K/601/1698

Unit aim

The unit is designed to enable the learner to understand the importance of multi agency and integrated working and to develop the skills of effective communication for professional purposes. It includes and assesses competence in information sharing between those involved in work with children and young people.

Learning outcomes

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

1. Understand integrated and multi agency working
2. Be able to communicate with others for professional purposes
3. Be able to support organisational processes and procedures for recording, storing and sharing information.

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 the:

- CCLD 301: Promote children's' development
- CCLD 431: Contribute to leadership and management of integrated childcare provision
- CCLD 323: Manage multi agency working arrangements
- HSC 31: Promote effective communication with, for and about individuals
- CWDC Training, Support and Development Standards for Foster Care, Standard 4: Know how to communicate effectively
- UK Codes of Practice for Social Care Workers.

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:

- learner portfolio of evidence.

Learning Outcomes 2 and 3 must be assessed in real work environments. Simulation is not permitted.

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 029

Working Together for the Benefit of Children and Young People

Outcome 1

Understand integrated and multi agency working

Assessment Criteria

The learner can:

1. Explain the importance of multi-agency working and integrated working
2. Analyse how integrated working practices and multi-agency working in partnership deliver better outcomes for children and young people
3. Describe the functions of external agencies with whom your work setting or service interacts
4. Explain common barriers to integrated working and multi-agency working and how these can be overcome
5. Explain how and why referrals are made between agencies
6. Explain the assessment frameworks that are used in own UK home nation.

Unit 029

Working Together for the Benefit of Children and Young People

Outcome 2

Be able to communicate with others for professional purposes

Assessment Criteria

The learner can:

1. Select **appropriate communication** methods for different circumstances
2. Demonstrate use of appropriate communication methods selected for different circumstances
3. **Prepare reports** that are accurate, legible, concise and meet legal requirements.

Additional Guidance

Appropriate communication may include:

- Use of electronic communication aids
- Use of pictorial and design communication aids such as Makaton
- Use of an interpreter when appropriate including British/Irish Sign Language interpreters
- Effective use of the telephone
- Preparing and delivering presentations
- Written communication
 - Notes of meetings
 - Personal records
 - Presentations
 - Letters
 - Formal reports
 - Email.

Prepare reports

In some settings where this is not a practitioner's lead responsibility (eg a school) it is acceptable for practitioners to produce an 'example report' or to support the lead practitioner in completing reports that are accurate, legible, concise and meet legal requirements.

Unit 029

Working Together for the Benefit of Children and Young People

Outcome 3

Be able to support organisational processes and procedures for recording, storing and sharing information

Assessment Criteria

The learner can:

1. Demonstrate own contribution to the development or implementation of processes and procedures for recording, storing and sharing information
2. Demonstrate how to maintain secure recording and storage systems for information:
 - a. paper based
 - b. electronic
3. Analyse the potential tension between maintaining confidentiality with the need to disclose information:
 - a. where abuse of a child or young person is suspected
 - b. when it is suspected that a crime has been/may be committed.

Unit 029 Working Together for the Benefit of Children and Young People

Notes for guidance

See page 24-25 of this handbook (Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units) 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 030

Understand How to Support Positive Outcomes for Children and Young People

Level: 3
Credit value: 3
UAN number: M/601/1699

Unit aim

This unit aims to provide members of the children and young people's workforce with an understanding of the factors that can impact, both negatively and positively, on the outcomes and life chances of children and young people. It includes approaches to supporting positive outcomes including disability and specific requirements (additional needs).

Learning outcomes

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

1. Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people
2. Understand how practitioners can make a positive difference in outcomes for children and young people
3. Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people
4. Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people.

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 308: Promote children's wellbeing and resilience
- HSC 38: Support children and young people to manage their lives
- HSC 310: Work with children and young people to prepare them for adulthood, citizenship and independence
- UK Codes of Practice for Social Care Workers.

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:

- learner portfolio of evidence (030)
- an assignment covering Learning Outcomes and assessment criteria (031).

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 030

Understand How to Support Positive Outcomes for Children and Young People

Outcome 1

Understand how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people

Assessment Criteria

The learner can:

1. Describe the **social, economic and cultural factors** that will impact on the lives of children and young people
2. Explain the importance and impact of poverty on outcomes and life chances for children and young people
3. Explain the role of children and young people's personal choices and experiences on their outcomes and life chances.

Additional Guidance

Social, economic and cultural factors may include:

- Personal choice
- Being in care system
- Poverty
- Housing and community
- Educational environment
- Offending or anti social behaviour
- Health status of self or family member
- Disability
- Health support (GP, health clinic, access to A & E etc)
- Addictions in family or self
- Bereavement and loss
- Family expectations and encouragement
- Religious beliefs and customs
- Ethnic/cultural beliefs and customs
- Marginalisation and exclusion.

Unit 030

Understand How to Support Positive Outcomes for Children and Young People

Outcome 2

Understand how practitioners can make a positive difference in outcomes for children and young people

Assessment Criteria

The learner can:

1. Identify the **positive outcomes for children and young people** that practitioners should be striving to achieve
2. Explain the importance of designing services around the needs of children and young people
3. Explain the importance of active participation of children and young people in decisions affecting their lives
4. Explain how to support children and young people according to their age, needs and abilities to make personal choices and experiences that have a positive impact on their lives.

Additional Guidance

Positive outcomes for children and young people may include:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing.

Unit 030

Understand How to Support Positive Outcomes for Children and Young People

Outcome 3

Understand the possible impact of disability, special requirements (additional needs) and attitudes on positive outcomes for children and young people

Assessment Criteria

The learner can:

1. Explain the potential impact of disability on the outcomes and life chances of children and young people
2. Explain the importance of positive attitudes towards disability and specific requirements
3. Explain the social and medical models of disability and the impact of each on practice
4. Explain the different types of **support** that are available for disabled children and young people and those with specific requirements.

Additional Guidance

Support may include:

- Speech and language therapy
- Support from health professionals additional learning support
- Assistive technology
- Specialised services.

Unit 030

Understand How to Support Positive Outcomes for Children and Young People

Outcome 4

Understand the importance of equality, diversity and inclusion in promoting positive outcomes for children and young people

Assessment Criteria

The learner can:

1. Explain the meaning of equality, diversity and inclusion in the context of positive outcomes for children and young people
2. Compare, giving examples, ways in which services for children, young people and their carers take account of and promote equality, diversity and inclusion to promote positive outcomes.

Unit 030 Understand How to Support Positive Outcomes for Children and Young People

Notes for guidance

See page 24-25 of this handbook (Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units) 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: 3
Credit value: 4
UAN number: J/600/9781

Unit aim

This unit aims to familiarise learners with the requirements and principles of the early years framework within which they work. The unit also requires skills and knowledge relating to the implementation of the relevant framework.

Learning outcomes

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

1. Understand the purposes and principles of early years frameworks
2. Be able to provide environments within the work setting that support and extend children's development and learning in their early years
3. Understand how to work in partnership with carers.

Guided learning hours

It is recommended that 24 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 301 Develop and promote positive relationships
- CCLD 303 Promote children's development
- CCLD 304 Reflect on and develop practice
- CCLD 306 Plan and organise environments for children and families
- CCLD 308 Promote children's well-being and resilience
- CCLD 309 Plan and implement curriculum frameworks for early education
- CCLD 312 Plan and implement positive environments for babies and children under 3 years.

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:

- learner portfolio of evidence

Learning Outcome 2 must be assessed in real work environments. Simulation is not permitted.

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 064

Context and Principles for Early Years Provision

Outcome 1

Understand the purposes and principles of early years frameworks

Assessment Criteria

The learner can:

1. Explain the legal status and principles of the **relevant early years framework/s**, and how national and local guidance materials are used in settings
2. Explain how **different approaches** to work with children in the early years has influenced current provision in the UK
3. Explain why early years frameworks emphasise a personal and individual approach to learning and development.

Additional Guidance

Relevant early years framework/s

The early years framework/s relevant to the UK home nation

Different approaches may include:

- Reggio Emilia
- High/Scope
- Montessori
- Steiner
- Common core
- Country specific: statutory or guidance.

Unit 064

Context and Principles for Early Years Provision

Outcome 2

Be able to provide environments within the work setting that support and extend children's development and learning in their early years

Assessment Criteria

The learner can:

1. Prepare an area/s within the work setting, explaining how the area supports and extends children's learning and development
2. Monitor how children use the prepared area/s and evaluate how effective it has been in:
 - a. Extending children's learning and development
 - b. Encouraging high expectations of their achievement
3. Explain how the environment meets the needs of individual children.

Unit 064

Context and Principles for Early Years Provision

Outcome 3

Understand how to work in partnership with carers

Assessment Criteria

The learner can:

1. Explain the partnership model of working with carers
2. Review barriers to participation for carers and explain ways in which they can be overcome
3. Explain strategies to support carers who may react positively or negatively to partnership opportunities
4. Explain how effective multi agency working operates within early years provision and benefits children and carers.

Unit 064 Context and Principles for Early Years Provision

Notes for guidance

See page 24-25 of this handbook (Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units) 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 065

Promote Learning and Development in the Early Years

Level: 3
Credit value: 5
UAN number: L/600/9782

Unit aim

This unit aims to prepare the learner to work with children in supporting their learning and development within the relevant early years frameworks within the UK Home Nations. The unit assesses competence in planning to meet children's needs and providing and supporting learning and development activities.

Learning outcomes

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

1. Understand the purpose and requirements of the areas of learning and development in the relevant early years framework
2. Be able to plan work with children and support children's participation in planning
3. Be able to promote children's learning and development according to the requirements of the relevant early years framework
4. Be able to engage with children in activities and experiences that support their learning and development
5. Be able to review own practice in supporting the learning and development of children in their early years

Guided learning hours

It is recommended that 40 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 303 Promote children's development
- CCLD 304 Reflect on and develop practice
- CCLD 309 Plan and implement curriculum frameworks for early education
- CCLD 310 Assess children's progress according to curriculum frameworks for early education.

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:

- learner portfolio of evidence.

Learning Outcomes 2 – 5 must be assessed in real work environments. Simulation is not permitted.

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 065 Promote Learning and Development in the Early Years

Outcome 1 Understand the purpose and requirements of the areas of learning and development in the relevant early years framework

Assessment Criteria

The learner can:

1. Explain **each of the areas of learning and development** and how these are interdependent
2. Describe the **documented outcomes** for children that form part of the **relevant early years framework**
3. Explain how the **documented outcomes** are assessed and recorded.

Additional Guidance

Relevant early years framework

This refers to the frameworks for early years provision used within the relevant UK Home Nation.

Each of the areas of learning and development

As required by the frameworks within the relevant UK Home Nation

Documented outcomes

These are the desired outcomes for children that form the basis of the early years framework. They will vary according to the early years frameworks used in the relevant UK Home Nation.

Unit 065

Promote Learning and Development in the Early Years

Outcome 2

Be able to plan work with children and support children's participation in planning

Assessment Criteria

The learner can:

1. Use **different sources** to plan work for an individual child or group of children
2. Engage effectively with children to encourage the child's participation and involvement in planning their own learning and development activities
3. Support the planning cycle for children's learning and development.

Additional Guidance

Different sources may include:

- Children's interest and preferences
- Observations and assessments
- Mothers, fathers and carers
- Colleagues in setting
- Professionals such as health visitors.

Unit 065

Promote Learning and Development in the Early Years

Outcome 3

Be able to promote children's learning and development according to the requirements of the relevant early years framework

Assessment Criteria

The learner can:

1. Explain **how practitioners promote children's learning** within the relevant early years framework
2. Prepare, set out and support activities and experiences that encourage learning and development in each area of the relevant early years framework.

Additional Guidance

How practitioners promote children's learning may include:

- Effective organisation and management
- Sensitive intervention
- Following child's interest and stage of development
- Supporting and facilitating
- Modelling
- Coaching
- Providing balance of child-initiated and adult-initiated play and activity.

Unit 065

Promote Learning and Development in the Early Years

Outcome 4

Be able to engage with children in activities and experiences that support their learning and development

Assessment Criteria

The learner can:

1. Work alongside children engaging with them in order to support their learning and development
2. Explain the importance of engaging with a child to support sustained shared thinking
3. Use **language** that is accurate and appropriate in order to support and extend children's learning when undertaking activities.

Additional Guidance

Language includes:

- a. Mathematical language that enhances learning of mathematical concepts
- b. Open questions designed to promote and extend children's:
 - thinking and communication
 - curiosity
 - problem solving and investigation
- c. Modelling use of language that is accurate and grammatically correct
- d. Using language in ways that extend children's vocabulary.

Unit 065

Promote Learning and Development in the Early Years

Outcome 5

Be able to review own practice in supporting the learning and development of children in their early years

Assessment Criteria

The learner can:

1. Reflect on own practice in supporting learning and development of children in their early years
2. Demonstrate how to use reflection to make changes in own practice.

Unit 065 Promote Learning and Development in the Early Years

Notes for guidance

See page 24-25 of this handbook (Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units) 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 066

Promote Children's Welfare and Well-being in the Early Years

Level: 3
Credit value: 6
UAN number: Y/600/9784

Unit aim

This is a unit that is focused on children's welfare and well-being. It assesses the learner's ability to provide basic care in a hygienic environment. It includes understanding nutritional needs and the promotion of health and well-being.

Learning outcomes

There are six learning outcomes to this unit. The learner will:

1. Understand the welfare requirements of the relevant early years framework
2. Be able to keep early years children safe in the work setting
3. Understand the importance of promoting positive health and well-being for early years children
4. Be able to support hygiene and prevention of cross infection in the early years setting
5. Understand how to ensure children in their early years receive high quality, balanced nutrition to meet their growth and development needs
6. Be able to provide physical care for children.

Guided learning hours

It is recommended that 45 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 302 Develop and maintain a healthy, safe and secure environment for children
- CCLD 306 Plan and organise environments for children and families
- CCLD 307 Promote the health and physical development of children
- HSC 32 Promote, monitor and maintain health, safety and security in the working environment
- CWDC Training support and development standards for Foster care Standard 3: understand health and safety, and healthy care.

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:

- learner portfolio of evidence.

Learning Outcomes 2, 4 and 6 must be assessed in a real work environment. Simulation is not permitted.

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 066

Promote Children's Welfare and Well-being in the Early Years

Outcome 1

Understand the welfare requirements of the relevant early years framework

Assessment Criteria

The learner can:

1. Explain the welfare requirements and guidance of the **relevant early years framework**
2. Explain the lines of reporting and responsibility within the work setting.

Additional Guidance

Relevant early years framework

The framework used within the relevant UK Home Country.

Unit 066

Promote Children's Welfare and Well-being in the Early Years

Outcome 2

Be able to keep early years children safe in the work setting

Assessment Criteria

The learner can:

1. Demonstrate safe supervision of children whilst allowing the child to explore and manage risk and challenge
2. 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
3. Demonstrate and evaluate how the environment, both inside and outside, and equipment and materials are checked and used to ensure safety
4. Explain, giving examples, why minimum requirements for:
 - a. space
 - b. staff ratiosare necessary for children's safety.

Unit 066

Promote Children's Welfare and Well-being in the Early Years

Outcome 3

Understand the importance of promoting positive health and well-being for early years children

Assessment Criteria

The learner can:

1. Explain how to promote children's health and well-being in an early years work setting
2. Describe the roles of key health professionals and sources of professional advice in promoting positive health and well-being for early years children and their families and carers.

Unit 066

Promote Children's Welfare and Well-being in the Early Years

Outcome 4

Be able to support hygiene and prevention of cross infection in the early years setting

Assessment Criteria

The learner can:

1. Demonstrate how equipment and each area of the setting is kept clean and hygienic
2. Demonstrate and evaluate measures taken in the setting to prevent cross infection
3. Explain how to prepare and store food, formula and breast milk safely according to health and safety guidelines.

Unit 066

Promote Children's Welfare and Well-being in the Early Years

Outcome 5

Understand how to ensure children in their early years receive high quality, balanced nutrition to meet their growth and development needs

Assessment Criteria

The learner can:

1. Plan balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs
2. Recognise why it is important to follow carer's instructions in respect of their child's food allergies or intolerances
3. Identify balanced meals, snacks and drinks for children in their early years, following current government guidance on nutritional needs
4. Describe methods of educating children and adults in effective **food management**.

Additional Guidance

Food management to include:

- a. portion control
- b. tackling under- and over-weight children
- c. food phobias.

Unit 066

Promote Children's Welfare and Well-being in the Early Years

Outcome 6

Be able to provide physical care for children

Assessment Criteria

The learner can:

1. Demonstrate how to **support children's personal care routines**, showing respect to the child and using opportunities to encourage learning and development
2. Explain the regulations concerning management of medicines and how these are interpreted in the work setting
3. Explain how to protect themselves when lifting and handling children and equipment in the work setting.

Additional Guidance

Support children's personal care routines may include:

- Care of skin, hair, teeth allowing for differences based on carer's choice, ethnicity and culture.
- Sun awareness
- Care of nappy area
- Dressing and undressing
- Toileting
- Supporting independence and self care
- Encouraging and modelling good personal hygiene with children
- Engaging with the child during care routines to support learning and development within the responsibilities of your role within the setting.

Unit 066 Promote Children’s Welfare and Well-being in the Early Years

Notes for guidance

See page 24-25 of this handbook (Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units) 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: 3
Credit value: 3
UAN number: H/600/9786

Unit aim

This unit introduces the competence required for the application of principles and values in day-to-day practice. The unit includes the importance of evidence-based practice. It revisits the issues of professional practice, reflection and review and requires a focused approach to the development of strategies to address professional development in areas identified as challenging.

Learning outcomes

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

1. Understand the scope and purposes of the early years sector
2. Understand current policies and influences on the early years sector
3. Understand how to support diversity, inclusion and participation in early years settings
4. Be able to review own practice in promoting diversity, inclusion and participation in early years settings.

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 305 Protect and promote children's rights
- UN Convention on Rights of the Child.

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:

- learner portfolio of evidence.

Learning Outcome 4 must be assessed in a real work environment. Simulation is not permitted.

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 067

Outcome 1

Professional Practice in Early Years Settings

Understand the scope and purposes of the early years sector

Assessment Criteria

The learner can:

1. Explain how the range of early years settings reflects the scope and purpose of the sector.

Unit 067

Outcome 2

Professional Practice in Early Years Settings

Understand current policies and influences on the early years sector

Assessment Criteria

The learner can:

1. Identify **current policies, frameworks and influences** on the early years
2. Explain the impact of **current policies, frameworks and influences** on the early years sector
3. Describe what is meant by evidence-based practice and give examples of how this has influenced work with children in their early years.

Additional Guidance

Current policies, frameworks and influences that are appropriate to the relevant UK Home Nation may include:

- United Nations Convention on the Rights of the Child (UNCRC)
- Current Equalities legislation
- Current research
- Social and economic influences such as work patterns and financial constraints.

Unit 067

Outcome 3

Professional Practice in Early Years Settings

Understand how to support diversity, inclusion and participation in early years settings

Assessment Criteria

The learner can:

1. Explain what is meant by:
 - a. Diversity
 - b. Inclusion
 - c. Participation
2. Explain the importance of anti-discriminatory/anti bias practice, giving examples of how it is applied in practice with children and carers
3. Explain how the active participation of children in decisions affecting their lives promotes the achievement of positive outcomes

Unit 067

Outcome 4

Professional Practice in Early Years Settings

Be able to review own practice in promoting diversity, inclusion and participation in early years settings

Assessment Criteria

The learner can:

1. Explain the importance of reviewing own practice as part of being an effective practitioner
2. Undertake a reflective analysis of own practice
3. Develop strategies to deal with areas of difficulty and challenge encountered in professional practice in early years settings.

Unit 067 Professional Practice in Early Years Settings

Notes for guidance

See page 24-25 of this handbook (Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units) 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: 3
Credit value: 4
UAN number: T/600/9789

Unit aim

The unit aims to provide a basis for understanding the importance of speech, language and communication for a child's overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.

Learning outcomes

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

1. Understand the importance of speech, language and communication for children's overall development
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting
3. Be able to provide support for the speech, language and communication development of the children in own setting
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication.

Guided learning hours

It is recommended that 30 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 links to:

- The Speech, language and communication framework
- CCLD 301 Develop and promote positive relationships
- CCLD 312 Plan and implement positive environments for babies and children under 3 years

This unit covers, or links to competences from the SLCF:

- Universal: A1, A5, A6, A8, A9, B1, B5, C1, C2, C3, C5, D1, D2
- Enhanced: A4, B7, C1, C2, C3, C4, C15

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development and the Communication Trust.

Assessment

This unit will be assessed by:

- learner portfolio of evidence.

Learning Outcomes 3 and 4 must be assessed in a real work environment. Simulation is not permitted.

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 068

Support Children's Speech, Language and Communication

Outcome 1

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

Assessment Criteria

The learner can:

1. **Explain** each of the terms:
 - a. Speech
 - b. Language
 - c. Communication
 - d. Speech, language and communication needs
2. **Explain** how speech, language and communication skills support each of the following areas in children's development:
 - a. Learning
 - b. Emotional
 - c. Behaviour
 - d. Social
3. Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term.

Additional Guidance

Explain

Taken from a leaflet produced by the Communications Consortium, 'Explaining Speech, Language and Communication Needs (SLCN)':

Children and young people with speech, language and communication needs (SLCN) have difficulties in communicating with others; it may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. Alternatively those who support them may not understand their way of communicating.

Children and young people may have difficulties across one or many of the different elements of speech, language and communication resulting in a communication breakdown. This may be minor and temporary, or it may be complex and long-term. Under this umbrella term, there will be many different labels used. The term 'needs' refers both to the needs of the individual and to what society can do to support their inclusion. It implicitly looks both at the individual and the environment in which children play, learn, communicate and live.

Unit 068

Support Children's Speech, Language and Communication

Outcome 2

Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting

Assessment Criteria

The learner can:

1. Explain the **ways** in which adults can effectively support and extend the speech, language and communication development of children during the early years
2. Explain the relevant **positive effects** of adult support for the children and their carers
3. Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning.

Additional Guidance

Ways may include:

- The words and levels of language adults use with children (including the use of questions)
- Their conversations / interactions with children
- Information and activities used
- Work with parents / carers

Positive effects may include improvements in:

- speech, language and communication skills
- social interaction
- behaviour
- emotional development / self confidence.

Unit 068

Support Children's Speech, Language and Communication

Outcome 3

Be able to provide support for the speech, language and communication development of the children in own setting

Assessment Criteria

The learner can:

1. Demonstrate **methods** of providing support taking into account the:
 - a. age
 - b. specific needs
 - c. abilities
 - d. home language where this is different from that of setting
 - e. interests

of the children in own setting

2. Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children
3. Demonstrate in own practice how to work with children to develop speech, language and communication in:
 - a. 1:1 basis
 - b. groups
4. Evaluate the effectiveness of speech, language and communication support for children in own setting.

Additional Guidance

Methods may include:

- adapting own language
- scaffolding the child's language
- giving children the time and opportunity to communicate
- facilitating communication between children with each other
- learning through play
- working with carers.

Unit 068

Support Children's Speech, Language and Communication

Outcome 4

Be able to contribute to maintaining a positive environment that supports speech, language and communication.

Assessment Criteria

The learner can:

1. Explain the importance of the environment in supporting speech, language and communication development
2. Review evidence about the **key factors** that provide a supportive speech, language and communication environment
3. Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children.

Additional Guidance

Key factors may include:

- the physical environment
- staff roles and responsibilities
- training needs and opportunities
- views of the child
- appropriate involvement of carers.

Unit 068 Support Children’s Speech, Language and Communication

Notes for guidance

See page 24-25 of this handbook (Level 3 Diploma for Children’s Care, Learning and Development (Wales and Northern Ireland (4227) Qualification handbook Mandatory units) 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.

General guidance for all learning outcomes in this unit

Communication is a complex, two-way process, reliant on a wide range of skills including listening, understanding and means of expression as well as interaction skills. Consideration of the complexity of this process and the many factors which can affect it underpins effective communication in practice.

Appendix 1 Relationships to other qualifications

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 learners 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 learners 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 learner may have already undertaken and this may present opportunities for APL/RPL.

This qualification has connections to the:

- City & Guilds Level 2 Diploma for the Children and Young People's Workforce
- City & Guilds Level 3 Certificate in Working with Parents
- 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	Unit title	SSC ref no.	Unit linked to:
015	Paediatric Emergency First Aid	PEFAP001	Early Years Foundation Stage Practice Guidance - DCSF 2008. This unit is mapped against EYDC standards. (Early Years Development Childcare)
016	Managing Paediatric Illness and Injury	MPII002	Early Years Foundation Stage Practice Guidance - DCSF 2008. This unit is mapped against EYDC standards (Early Years Development Childcare).
022	Understand Child and Young Person Development	CYP3.1	CCLD 303 HSC 36 CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of children and young people

024	Promote Child and Young Person Development	CYP3.2	CCLD 303 LDSS 10 HSC 36 CWDC Training, Support and Development Standards for Foster Care, Standard 5: Understand the development of children and young people UK Codes of Practice for Social Care Workers
025	Understand How to Safeguard the Wellbeing of Children and Young People	CYP3.3	CLD 305 LDSS NOS Unit 1 HSC 34 CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people UK Codes of Practice for Social Care Workers
027	Support Children and Young People's Health and Safety	CYP3.4	CCLD 302 HSC 32 LDSS Unit 2 CWDC Training, support and development standards for Foster care Standard 3: Understand health and safety, and healthy care UK Codes of Practice for Social Care Workers.
028	Develop Positive Relationships with Children, Young People and Others Involved in their Care	CYP3.5	CCLD 301 HSC 31 CWDC Training, Support and Development Standards for Foster Carers. Standard 4: Know how to communicate effectively UK Codes of Practice for Social Care Workers
029	Working Together for the Benefit of Children and Young People	CYP3.6	CCLD 301 CCLD 431 CCLD 323 HSC 31 CWDC Training, Support and Development Standards for Foster Care, Standard 4: Know how to communicate effectively UK Codes of Practice for Social Care Workers.
030	Understand How to Support Positive Outcomes for Children and Young People	CYP3.7	CCLD 308 HSC 38 HSC 310 UK Codes of Practice for Social Care Workers

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	CYPOP22	Speech, language and communication framework Enhanced: Strand D.
051	Promote Communication in Health, Social Care or Children's and Young People's Settings	SHC 31	CCLD 301 GCU 1 GEN 22 HSC 31 Themes recur as knowledge requirements and core values throughout HSC NOS
052	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	SHC 32	CCLD 304 GCU 6 GEN 12 GEN 13 HSC 33 Themes recur as knowledge requirements and core values throughout HSC NOS
053	Promote Equality and Inclusion in Health, Social Care or Children's and Young People's Settings	SHC 33	CCLD 305 GCU 5 HSC 34, HSC 35, HSC 3116 Themes recur as knowledge requirements and core values throughout HSC NOS
054	Principles for Implementing Duty of Care in Health, Social Care or Children's and Young People's Settings	SHC 34	CCLD 305 GCU 2 HSC 24, HSC 34, HSC 35 Themes recur as knowledge requirements and core values throughout HSC NOS
067	Professional Practice in Early Years Settings	EYMP4	CCLD 305 UN Convention on Rights of the Child.
068	Support Children's Speech, Language and Communication	EYMP5	Speech, language and communication framework CCLD 301 CCLD 312 This unit covers, or links to competences from the SLCF: Universal: A1, A5, A6, A8, A9, B1, B5, C1, C2, C3, C5, D1, D2 Enhanced: A4, B7, C1, C2, C3, C4, C15
075	Work with Babies and Young Children to Promote their Development and Learning	CYPOP1	CCLD 303 HSC 37
076	Care for the Physical and Nutritional Needs of Babies and Young Children	CYPOP2	CCLD 303 HSC 37

077	Lead and Manage a Community Based Early Years Setting	CYPOP3	CCLD311 CCLD 317 CCLD 324 CCLD 329 CCLD 338
078	Promote Young Children's Physical Activity and Movement Skills	CYPOP4	CCLD 303 CCLD 307
079	Understand How to Set Up a Home Based Childcare Service	CYPOP5	CCLD 302 CCLD 303 CCLD 305 CCLD 316
081	Support Disabled Children and Young People and those with Specific Requirements	CYPOP6	CCLD 312 CCLD 418 NOS for Sensory Services-Standards 1 – 7
082	Promote Creativity and Creative Learning in Young Children	CYPOP7	CCLD 410
083	Coordinate Special Educational Needs Provision	CYPOP16	CCLD 339
086	Support Children or Young People in their Own Home	CYPOP37	HSC 319
087	Work with Children and Young People in a Residential Care Setting	CYPOP35	SC 323 Professional Practice in residential child care: all Standards
094	Support Children and Young People to Have Positive Relationships	CYPOP14	HSC 311 CCLD 301 Professional Practice in residential child care, Standard: 4.7 Training support and development standards for Foster Care, Standard 2.3
097	Support Positive Practice with Children and Young People with Speech, Language and Communication Needs	CYPOP15	Some competencies from CCLD 302, 306, 308, 312 Speech, Language and Communication Framework: Universal: Strand C; Enhanced: Strand C
099	Work with Parents, Families and Carers to Support their Children's Speech, Language and Communication Development	CYPOP21	Speech, Language and communication framework: Universal: G1, G2 Enhanced: C2, E4, G1, G2, G3, G4 Some links to competencies from CCLD 337
109	Enable Parents to Develop Ways of Handling Relationships and Behaviour that Contribute to Everyday Life with Children	CYPOP27	This unit is based on WWP NOS 308.
110	Work with Parents to Meet their Children's Needs	CYPOP28	The unit is developed from WWP 307

112	Engage Young Parents in Supporting their Children's Development	CYPOP38	WWP 310 WWP 312 CCLD 304 CCLD 317 CCLD 301
113	Engage Fathers in their Children's Early Learning	CYPOP39	WWP 310 WWP 312 CCLD 304 CCLD 317 CCLD 301
114	Engage Parents in their Children's Early Learning	CYPOP40	WWP 310 WWP 312 CCLD 304 CCLD 317 CCLD 301
116	Support Use of Medication in Social Care Settings	CYPOP46	HSC375 HSC221 HSC236
124	Promote Children in Early Years Settings Acquiring a New Language through Immersion	CYPOP 46	CCLD 347
125	Promote Children's Experiential Learning	CCLD FP OP 3.1	CCLD 303
126	Support Children and Young People with Physical Disabilities	CCLD FP OP 3.2	CCLD 321 HSC 316
127	Support Children and Young People with Learning Disabilities	CCLD FP OP 3.3	HSC 316 CCLD 321
128	Support Children and Young People with Autistic Spectrum Conditions	CCLD FP OP 3.4	HSC 316 CCLD 321
129	Support the Learning and Development of Children and Young People with Health Needs	CCLD FP OP 3.5	N/A
130	Support Children and Young People with Sensory Loss	CCLD FP OP 3.6	N/A
131	Move and Position Individuals in Accordance with their Plan of Care	HSC 2028	CHS6
132	Meet Food Safety Requirements when Providing Food and Drink for Individuals	HSC 2029	HSC 213
133	Support Families who have a Child with a Disability	PD OP 3.5	N/A
134	Understand Models of Disability	SS OP 3.1	Sensory Services 1, 2, 3, 10, 11

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:

Essential Skills (Wales) – see:

<http://wales.gov.uk/topics/educationandskills/learningproviders/essentialskillswales>

and Essential Skills (Northern Ireland) – see:

http://www.rewardinglearning.org.uk/qualifications/essential_skills

Appendix 2 Sources of general information

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.

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 learners
- 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 learners 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 learners 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 GOLA assessments.

Useful contacts

UK learners

General qualification information

T: +44 (0)844 543 0033

E: learnersupport@cityandguilds.com

International learners

General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

E: intcg@cityandguilds.com

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

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

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

Walled Garden

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

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Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business_unit@cityandguilds.com

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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