

Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) Wales and Northern Ireland (4227- 08/98)

Candidate logbook
501/1925/4



www.cityandguilds.com
June 2011
Version 1.0

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1 About your candidate logbook

1.1 Contact details

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

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

Your Assessor(s)	
Your Internal Verifier	
Quality Assurance Contact	

1 About your candidate logbook

1.2 Introduction to the logbook

This logbook will help you complete your Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (Wales and Northern Ireland). It contains forms you can use to record and organise your evidence.

There are 36 units in total available for this qualification. You should discuss and agree with your assessor/tutor which of these units you are going to work towards. The recording forms for the units in this logbook are for the mandatory, competence based units only.

About City & Guilds

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

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

2 About this qualification

2.1 What are Diplomas?

The Level 5 Diploma in Leadership for Children’s Care, Learning and Development (Management) (Wales and Northern Ireland) is a nationally recognised qualification gained in the workplace. It is based on National Occupational Standards, which are standards written by employers and experts in your industry.

When you achieve your qualification it will prove that you can work to the standards expected by employers in your industry. Your qualification will show you are competent to do a job and have the skills, knowledge and understanding needed to do it well.

Diplomas are work based qualifications, so you should choose a qualification that best matches the type of work you already carry out, or expect to carry out in the future. If you are not in work, your centre will need to arrange a work placement for your assessment.

The qualification sits on the Qualifications Credit Framework. For more information on the Framework please visit www.cityandguilds.com/

3 Using your logbook

Recording forms

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

Candidate recording forms

City & Guilds has developed these recording forms for you and your assessor to use.

Candidate and centre contact details

Record these details on the form at the beginning of the logbook.

Unit record form

The unit record is used to record all of the work activities and tasks you do as you complete the unit. There is one unit record for each unit. There is also a diagram to explain how to use this form.

Unit assessment and verification declaration

At the end of each unit, you and your assessor will sign this form to show that you both agree that your evidence meets the standards.

Please photocopy these forms as required.

Unit 4227-136 Support children’s learning and development in the early years

Level: 6
Credit value: 8
UAN: K/602/3463

Unit aim

The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to lead provision that promotes the care, learning and development of children in the early years.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the impact of early years curriculum models on the application of theoretical perspectives of children’s care, learning and development	1.1 Outline early years curriculum models supporting children’s care, learning and development			
	1.2 Evaluate the relationship between theoretical perspectives and early years curriculum models			
2. Be able to lead the implementation of the early years curriculum	2.1 Support the development of procedures and practices used to implement the early years curriculum			
	2.2 Support practitioners to assess children’s capabilities and readiness to learn			
	2.3 Support practitioners to use assessments to plan the environment, activities and routines to meet children’s individual needs			
	2.4 Organise resources to enable all children to take part in activities according to their capabilities and readiness			
	2.5 Support practitioners to be able to adapt provision to meet individual children’s needs			

	2.6	Facilitate the provision of any identified additional support requirements			
	2.7	Explain how to achieve the balance of child initiated play and adult led activities			
	2.8	Facilitate the use of continuous, enhanced and focused activities in an environment that interests and motivates children's learning and development			
	2.9	Evaluate the procedures and practices used to implement the curriculum for children's learning and development			
3. Be able to promote provision that facilitates communication which supports children's learning and development	3.1	Analyse the role of responsive communication in promoting children's care, learning and development			
	3.2	Support practitioners to develop respectful and supportive relationships with children			
	3.3	Support workers to communicate with children in ways that promote learning and development in the early years			

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

Candidate's name Signature Date

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Assessor's name Signature Date

Internal Verifier's name Signature Date
(only if sampled)

Unit 4227-137 Understand children and young people's development

Level: 5
Credit value: 6
UAN: F/601/9449

Unit aim

This unit provides knowledge and understanding of how children and young people from birth to 19 years develop. The unit also explores actions which should be taken when differences in development are identified and the potential effects of transitions on children and young people's development.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the pattern of development that would normally be expected for children and young people from birth-19 yrs	1.1 Explain the sequence and rate of each aspect of development that would normally be expected in children and young people from birth – 19 years			
	1.2 Analyse the difference between sequence of development and rate of development and why the distinction is important			
	1.3 Analyse the reasons why children and young people's development may not follow the pattern normally expected			
2. Understand the factors that impact on children and young people's development	2.1 Analyse how children and young people's development is influenced by a range of personal factors			
	2.2 Analyse how children and young people's development is influenced by a range of external factors			
	2.3 Explain how theories of development and frameworks to support development influence current practice			

3. Understand the benefits of early intervention to support the development of children and young people	3.1	Analyse the importance of early identification of development delay			
	3.2	Explain the potential risks of late recognition of development delay			
	3.3	Evaluate how multi agency teams work together to support all aspects of development in children and young people			
	3.4	Explain how play and leisure activities can be used to support all aspects of development of children and young people			
4. Understand the potential effects of transition on children and young people's development	4.1	Explain how different types of transitions can affect children and young people's development			
	4.2	Explain the importance of children and young people having positive relationships through periods of transition			
	4.3	Evaluate the effectiveness of positive relationships on children and young people's development			
5. Understand how assessing, monitoring and recording the development of children and young people informs the use of interventions	5.1	Explain different methods of assessing, recording and monitoring children and young people's development			
	5.2	Explain how and in what circumstances different methods for assessing, recording and monitoring children and young people's development in the work setting			

	5.3 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the pattern normally expected			
	5.4 Evaluate the importance of accurate documentation regarding the development of children and young people			

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

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Unit 4227-139 Lead practice that supports positive outcomes for child and young person development

Level: 5
Credit value: 6
UAN: J/601/9369

Unit aim

The purpose of this unit is to provide learners with the knowledge, understanding and skills to lead practice that supports positive outcomes for child and young person development.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand theoretical approaches to child and young person development	1.1 Explain different theories and frameworks of child and young person development			
	1.2 Explain the potential impact on service provision of different theories and approaches			
	1.3 Critically analyse the move towards outcomes based services for children and young people			
2. Be able to lead and support developmental assessment of children and young people	2.1 Support use of different methods of developmental assessment and recording for children and young people			
	2.2 Work in partnership with other professionals in assessing development of children and young people			
	2.3 Develop strategies to encourage child or young person and carers' participation in developmental assessment			

	2.4 Evaluate the effectiveness of strategies to encourage child or young person and carers' participation in developmental assessment			
3. Be able to develop and implement programmes with children or young people requiring developmental support	3.1 Support use of assessments to develop programmes of support			
	3.2 Explain circumstances where referrals to other agencies may be required			
	3.3 Explain how referrals to other agencies are managed			
	3.4 Support use of early interventions to promote positive outcomes for children and young people's development			
	3.5 Lead the implementation of a personalised programme of support for children or young people			
4. Be able to evaluate programmes for children or young people requiring developmental support	4.1 Review programmes of developmental support			
	4.2 Implement strategies for improvement for programmes of development support			
5. Be able to lead and promote support for children experiencing transitions	5.1 Explain how evidence based practice can be used to support children and young people experiencing transitions			
	5.2 Lead the implementation of evidence based practice to support children or young people experiencing transition			

	5.3 Evaluate the implementation of evidence based practice to support children or young people experiencing transitions			
6. Be able to lead positive behaviour support	6.1 Support use of evidence based practice with children and young people to encourage positive behaviour			
	6.2 Critically evaluate different approaches to supporting positive behaviour			

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Unit 4227-140 Develop and implement policies and procedures to support the safeguarding of children and young people

Level: 5
Credit value: 6
UAN: A/601/9370

Unit aim

This unit is designed to prepare learners to develop and implement policies and procedures for safeguarding children and young people.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the impact of current legislation that underpins the safeguarding of children and young people	1.1 Outline the current legislation that underpins the safeguarding of children and young people within own UK Home Nation			
	1.2 Evaluate how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people			
	1.3 Explain how the processes used by own work setting comply with legislation that covers data protection, information handling and sharing			
2. Be able to support the review of policies and procedures for safeguarding children and young people	2.1 Investigate why inquiries and serious case reviews are required and how sharing of findings affects practice			
	2.2 Identify the policies and procedures required in the work setting for safeguarding children and young people			
	2.3 Develop the process for reviewing the process for safeguarding policies and procedures			

	2.4	Evaluate the impact of a child/young person centred approach to safeguarding on policies and procedures			
	2.5	Liaise with different organisations as part of the development or review process of policies and procedures for safeguarding children and young people			
3. Be able to implement policies and procedures for safeguarding children and young people	3.1	Support the implementation of policies and procedures for safeguarding children and young people			
	3.2	Mentor and support other practitioners to develop the skills to safeguard children and young people			
4. Be able to lead practice in supporting children and young people's wellbeing and resilience	4.1	Justify how promoting well being and resilience supports the safeguarding of children and young people			
	4.2	Review how children or young people's resilience and well being are supported in own work setting			
	4.3	Support others to understand the importance of well being and resilience in the context of safeguarding			

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Unit 4227-141 Professional practice in children’s care, learning and development

Level: 5
Credit value: 6
UAN: R/602/3456

Unit aim

The purpose of this unit is to assess the learner’s knowledge, understanding and skills required in the development of professional practice in children’s care, learning and development.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the values, principles and statutory frameworks that underpin service provision in children’s care, learning and development	1.1 Analyse how values, principles and statutory frameworks underpin service provision in children’s care, learning and development in UK home nation			
2. Be able to implement values, principles and statutory frameworks that underpin service provision in children’s care, learning and development	2.1 Implement in own setting, values and principles that underpin service provision			
	2.2 Implement in own setting, statutory frameworks that underpin service provision			
	2.3 Support others to implement values and principles that underpin service provision			
3. Be able to implement policies and procedures for sharing information	3.1 Explain how policies and procedures for sharing information are developed			
	3.2 Evaluate the effectiveness of policies and procedures for sharing information			
	3.3 Make recommendations for changes to policies and procedures for sharing information			

4. Be able to engage others in reflective practice	4.1 Analyse the use of models of reflective practice in own setting			
	4.2 Model the use of: <ul style="list-style-type: none"> • Reflection on practice • Reflection in practice 			
	4.3 Contribute to a culture that nurtures reflective practice			
	4.4 Support others to engage in reflective practice			
5. Be able to evaluate own professional practice in children's care, learning and development	5.1 Evaluate how own professional practice has influenced outcomes for children			

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Unit 4227-142 Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings

Level: 5
Credit value: 5
UAN: K/602/3172

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required for Health and Safety and Risk Management, including the development of policies, procedures and practices in health and social care or children and young people's settings.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the current legislative framework and organisational health, safety and risk management policies, procedures and practices that are relevant to health, and social care or children and young people's settings	1.1 Explain the legislative framework for health, safety and risk management in the work setting			
	1.2 Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements			
2. Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings	2.1 Demonstrate compliance with health, safety and risk management procedures			
	2.2 Support others to comply with legislative and organisational health, safety and risk management policies, procedures and practices relevant to their work			

	2.3	Explain the actions to take when health, safety and risk management, procedures and practices are not being complied with			
	2.4	Complete records and reports on health, safety and risk management issues according to legislative and organisational requirements			
3. Be able to lead the implementation of policies, procedures and practices to manage risk to individuals and others in health and social care or children and young people's settings	3.1	Contribute to development of policies, procedures and practices to identify, assess and manage risk to individuals and others			
	3.2	Work with individuals and others to assess potential risks and hazards			
	3.3	Work with individuals and others to manage potential risks and hazards			
4. Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings	4.1	Work with individuals to balance the management of risk with individual rights and the views of others			
	4.2	Work with individuals and others to develop a balanced approach to risk management that takes into account the benefits for individuals of risk taking			
	4.3	Evaluate own practice in promoting a balanced approach to risk management			
	4.4	Analyse how helping others to understand the balance between risk and rights improves practice			

5. Be able to improve health, safety and risk management policies, procedures and practices in health and social care or children and young people's settings	5.1	Obtain feedback on health, safety and risk management policies, procedures and practices from individuals and others			
	5.2	Evaluate the health, safety and risk management policies, procedures and practices within the work setting			
	5.3	Identify areas of policies, procedures and practices that need improvement to ensure safety and protection in the work setting			
	5.4	Recommend changes to policies, procedures and practices that ensure safety and protection in the work setting			

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Unit 4227-143 Work in partnership in health and social care or children and young people’s settings

Level: 4
Credit value: 4
UAN: A/602/3189

Unit aim

The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to implement and promote effective partnership working.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand partnership working	1.1 Identify the features of effective partnership working			
	1.2 Explain the importance of partnership working with <ul style="list-style-type: none"> • Colleagues • Other professionals • Others 			
	1.3 Analyse how partnership working delivers better outcomes			
	1.4 Explain how to overcome barriers to partnership working			
2. Be able to establish and maintain working relationships with colleagues	2.1 Explain own role and responsibilities in working with colleagues			
	2.2 Develop and agree common objectives when working with colleagues			
	2.3 Evaluate own working relationship with colleagues			
	2.4 Deal constructively with any conflict that may arise with colleagues			

3. Be able to establish and maintain working relationships with other professionals	3.1	Explain own role and responsibilities in working with other professionals			
	3.2	Develop procedures for effective working relationships with other professionals			
	3.3	Agree common objectives when working with other professionals within the boundaries of own role and responsibilities			
	3.4	Evaluate procedures for working with other professionals			
	3.5	Deal constructively with any conflict that may arise with other professionals			
4. Be able to work in partnership with others	4.1	Analyse the importance of working in partnership with others			
	4.2	Develop procedures for effective working relationships with others			
	4.3	Agree common objectives when working with others within the boundaries of own role and responsibilities			
	4.4	Evaluate procedures for working with others			
	4.5	Deal constructively with any conflict that may arise with others			

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Unit 4227-144 Use and develop systems that promote communication

Level: 5
Credit value: 3
UAN: F/602/2335

Unit aim

The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to develop communication systems for meeting individual outcomes and promoting partnership working. The unit explores the challenges and barriers to communication and the importance of effective management of information.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Be able to address the range of communication requirements in own role	1.1 Review the range of groups and individuals whose communication needs must be addressed in own job role			
	1.2 Explain how to support effective communication within own job role			
	1.3 Analyse the barriers and challenges to communication within own job role			
	1.4 Implement a strategy to overcome communication barriers			
	1.5 Use different means of communication to meet different needs			
2. Be able to improve communication systems and practices that support positive outcomes for individuals	2.1 Monitor the effectiveness of communication systems and practices			
	2.2 Evaluate the effectiveness of existing communication systems and practices			
	2.3 Propose improvements to communication systems and practices to address any shortcomings			

	2.4	Lead the implementation of revised communication systems and practices			
3. Be able to improve communication systems to support partnership working	3.1	Use communication systems to promote partnership working			
	3.2	Compare the effectiveness of different communications systems for partnership working			
	3.3	Propose improvements to communication systems for partnership working			
4. Be able to use systems for effective information management	4.1	Explain legal and ethical tensions between maintaining confidentiality and sharing information			
	4.2	Analyse the essential features of information sharing agreements within and between organisations			
	4.3	Demonstrate use of information management systems that meet legal and ethical requirements			

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Unit 4227-145 Promote professional development

Level: 4
Credit value: 4
UAN: L/602/2578

Unit aim

The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to promote the professional duty to maintain the currency of knowledge and skills and the need to continually reflect on and improve practice.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand principles of professional development	1.1 Explain the importance of continually improving knowledge and practice			
	1.2 Analyse potential barriers to professional development			
	1.3 Compare the use of different sources and systems of support for professional development			
	1.4 Explain factors to consider when selecting opportunities and activities for keeping knowledge and practice up to date			
2. Be able to prioritise goals and targets for own professional development	2.1 Evaluate own knowledge and performance against standards and benchmarks			
	2.2 Prioritise development goals and targets to meet expected standards			
3. Be able to prepare a professional development plan	3.1 Select learning opportunities to meet development objectives and reflect personal learning style			
	3.2 Produce a plan for own professional development, using an appropriate source of support			

	3.3	Establish a process to evaluate the effectiveness of the plan			
4. Be able to improve performance through reflective practice	4.1	Compare models of reflective practice			
	4.2	Explain the importance of reflective practice to improve performance			
	4.3	Use reflective practice and feedback from others to improve performance			
	4.4	Evaluate how practice has been improved through: <ul style="list-style-type: none"> • reflection on best practice • reflection on failures and mistakes 			

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Unit 4227-146 Champion equality, diversity and inclusion

Level: 5
 Credit value: 4
 UAN: Y/602/3183

Unit aim

The purpose of this unit is to assess the learner’s knowledge, understanding and skills required a whole systems approach to equality, diversity and inclusion. The unit explores models of practice and requires demonstration of skills and understanding of systems and processes.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand diversity, equality and inclusion in own area of responsibility	1.1 Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility			
	1.2 Analyse the potential effects of barriers to equality and inclusion in own area of responsibility			
	1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility			
2. Be able to champion diversity, equality and inclusion	2.1 Promote equality, diversity and inclusion in policy and practice			
	2.2 Challenge discrimination and exclusion in policy and practice			
	2.3 Provide others with information about: <ul style="list-style-type: none"> • the effects of discrimination • the impact of inclusion • the value of diversity 			
	2.4 Support others to challenge discrimination and exclusion			

3. Understand how to develop systems and processes that promote diversity, equality and inclusion	3.1	Analyse how systems and processes can promote equality and inclusion or reinforce discrimination and exclusion			
	3.2	Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility			
	3.3	Propose improvements to address gaps or shortfalls in systems and processes			
4. Be able to manage the risks presented when balancing individual rights and professional duty of care	4.1	Describe ethical dilemmas that may arise in own area of responsibility when balancing individual rights and duty of care			
	4.2	Explain the principle of informed choice			
	4.3	Explain how issues of individual capacity may affect informed choice			
	4.4	Propose a strategy to manage risks when balancing individual rights and duty of care in own area of responsibility			

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Unit 4227-147 Lead and manage a team within a health and social care or children and young people’s setting

Level: 6
Credit value: 7
UAN: H/602/3171

Unit aim

The purpose of this unit is to assess the learner’s knowledge, understanding and skills required to lead and manage a team in a health and social care or children and young people’s setting.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the features of effective team performance within a health and social care or children and young people’s setting	1.1 Explain the features of effective team performance			
	1.2 Identify the challenges experienced by developing teams			
	1.3 Identify the challenges experienced by established teams			
	1.4 Explain how challenges to effective team performance can be overcome			
	1.5 Analyse how different management styles may influence outcomes of team performance			
	1.6 Analyse methods of developing and maintaining: <ul style="list-style-type: none"> • trust • accountability 			
	1.7 Compare methods of addressing conflict within a team			

2. Be able to support a positive culture within the team for a health and social care or children and young people's setting	2.1	Identify the components of a positive culture within own team			
	2.2	Demonstrate how own practice supports a positive culture in the team			
	2.3	Use systems and processes to support a positive culture in the team			
	2.4	Encourage creative and innovative ways of working within the team			
3. Be able to support a shared vision within the team for a health and social care or children and young people's setting	3.1	Identify the factors that influence the vision and strategic direction of the team			
	3.2	Communicate the vision and strategic direction to team members			
	3.3	Work with others to promote a shared vision within the team			
	3.4	Evaluate how the vision and strategic direction of the team influences team practice			
4. Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting	4.1	Identify team objectives			
	4.2	Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives			
	4.3	Facilitate team members to actively participate in the planning process			
	4.4	Encourage sharing of skills and knowledge between team members			
	4.5	Agree roles and responsibilities with team members			

5. Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting	5.1	Set personal work objectives with team members based on agreed objectives			
	5.2	Work with team members to identify opportunities for development and growth			
	5.3	Provide advice and support to team members to make the most of identified development opportunities			
	5.4	Use a solution-focused approach to support team members to address identified challenges			
6. Be able to manage team performance in a health and social care or children and young people's setting	6.1	Monitor and evaluate progress towards agreed objectives			
	6.2	Provide feedback on performance to: <ul style="list-style-type: none"> the individual the team 			
	6.3	Provide recognition when individual and team objectives have been achieved			
	6.4	Explain how team members are managed when performance does not meet requirements			

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

Candidate's name Signature Date

Candidate's Unique Learner Number

Assessor's name Signature Date

Internal Verifier's name Signature Date
(only if sampled)

Unit 4227-148 Develop professional supervision practice in health and social care or children and young people's work settings

Level: 5
Credit value: 5
UAN: M/602/3187

Unit aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to undertake professional supervision of others.

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the purpose of professional supervision in health and social care or children and young people's work settings	1.1 Analyse the principles, scope and purpose of professional supervision			
	1.2 Outline theories and models of professional supervision			
	1.3 Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision			
	1.4 Explain how findings from research, critical reviews and inquiries can be used within professional supervision			
	1.5 Explain how professional supervision can protect the: <ul style="list-style-type: none"> • Individual • Supervisor • Supervisee 			

2. Understand how the principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings	2.1	Explain the performance management cycle			
	2.2	Analyse how professional supervision supports performance			
	2.3	Analyse how performance indicators can be used to measure practice			
3. Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings	3.1	Explain factors which result in a power imbalance in professional supervision			
	3.2	Explain how to address power imbalance in own supervision practice			
	3.3	Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process			
	3.4	Agree with supervisee the frequency and location of professional supervision			
	3.5	Agree with supervisee sources of evidence that can be used to inform professional supervision			
	3.6	Agree with supervisee actions to be taken in preparation for professional supervision			
4. Be able to provide professional supervision in health and social care or children and young people's work settings	4.1	Support supervisees to reflect on their practice			
	4.2	Provide positive feedback about the achievements of the supervisee			
	4.3	Provide constructive feedback that can be used to improve performance			

	4.4	Support supervisees to identify their own development needs			
	4.5	Review and revise professional supervision targets to meet the identified objectives of the work setting			
	4.6	Support supervisees to explore different methods of addressing challenging situations			
	4.7	Record agreed supervision decisions			
5. Be able to manage conflict situations during professional supervision in health and social care or children and young people's work settings	5.1	Give examples from own practice of managing conflict situations within professional supervision			
	5.2	Reflect on own practice in managing conflict situations experienced during professional supervision process			
6. Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings	6.1	Gather feedback from supervisee/s on own approach to supervision process			
	6.2	Adapt approaches to own professional supervision in light of feedback from supervisees and others			

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

Candidate's name Signature Date

Candidate's Unique Learner Number

Assessor's name Signature Date

Internal Verifier's name Signature Date
(only if sampled)

Appendix 1 Summary of City & Guilds assessment policies

Health and Safety

All N/SVQ centres have to make sure that they provide a safe and healthy environment for training, including induction and assessment. City & Guilds external verifiers check this when they visit assessment centres.

You are responsible for making sure that you understand, and comply with, the Health and Safety practice and policies in the workplace where you will be assessed. Your assessment may be stopped if you do not comply, and your assessor will explain the problem to you. You may need to retake your assessment at a later date.

Equal Opportunities

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

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

Access to assessment

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

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

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

Complaints and appeals

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

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

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

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

Useful contacts

UK learners

General qualification information

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

E: business@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free literature

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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