

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

**City<sup>l</sup>p  
Guilds**

**Candidate logbook**  
500/9457/9

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www.cityandguilds.com  
June 2011 Version 2.0 (July  
2014)

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



## Candidate logbook

www.cityandguilds.com  
June 2011 Version 2.0 (July 2014)

1.2 January 2012	Learning outcomes added to	Units

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# 1 About your candidate logbook

## 1.1 Contact details

<b>Candidate name</b>	
<b>Candidate enrolment no</b>	
<b>Centre name</b>	
<b>Centre number</b>	
<b>Date of registration with</b>	

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.

<b>Your Assessor(s)</b>	
<b>Your Internal Verifier</b>	
<b>Quality Assurance Contact</b>	

# 1 About your candidate logbook

## 1.2 Introduction to the logbook

This logbook will help you complete your Level 2 Certificate for the Children and Young People's Workforce (England). It contains forms you can use to record and organise your evidence.

There are 38 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](http://www.cityandguilds.com).

## 2 About this qualification

### 2.1 What are Diplomas?

The Level 2 Certificate for the Children and Young People's Workforce (England) 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](http://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 4227-001 Introduction to communication in health, social care or children’s and young people’s settings

**Level:** 2  
**Credit value:** 3  
**UAN:** F/501/5465

## Unit aim

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

<b>Learning outcomes The learner will:</b>	<b>Assessment criteria To do this you must:</b>	<b>Portfolio reference</b>	<b>Evidence/ Assessment method type</b>	<b>Assessment date</b>
1. Understand why communication is important in the work setting	1.1 Identify different reasons why people			
	1.2 Explain how effective communication affects			
	1.3 Explain why it is important to observe an individual’s reactions when communicating			
2. Be able to meet the communication and language needs, wishes and preferences of individuals	2.1 Find out an individual’s communication and language needs, wishes			
	2.2 Demonstrate communication methods that meet an individual’s communication needs,			
	2.3 Show how and when to seek advice about			
3. Be able to reduce barriers to communication	3.1 Identify barriers to			
	3.2 Demonstrate how to reduce barriers to communication in			
	3.3 Demonstrate ways to check that communication has			

	3.4 Identify sources of information and support or services to enable more effective			
4. Be able to apply principles and practices relating to confidentiality at work	4.1 Explain the term 'confidentiality'			
	4.2 Demonstrate confidentiality in day to day communication, in line with agreed ways of			
	4.3 Describe situations where information normally considered to be confidential might			
	4.4 Explain how and when to seek advice about			

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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Candidate's Unique Learner Number .....

Assessor's name ..... Signature ..... Date .....

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(only if sampled)

# Unit 4227-002 Introduction to personal development in health, social care or children’s and young people’s settings

Level: 2  
 Credit value: 3  
 UAN: L/601/5470

## Unit aim

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

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own			
	1.2 Identify standards that influence the way the			
	1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality			
2. Be able to reflect on own work activities	2.1 Explain why reflecting on work activities is an important way to develop knowledge,			
	2.2 Assess how well own knowledge, skills and understanding meet			
	2.3 Demonstrate the ability to reflect on work			
3. Be able to agree a personal development plan	3.1 Identify sources of support for own learning and			
	3.2 Describe the process for agreeing a personal development plan and			
	3.3 Contribute to drawing up own personal			

4. Be able to develop own knowledge, skills and understanding	4.1	Show how a learning activity has improved own knowledge, skills			
	4.2	Show how reflecting on a situation has improved own knowledge, skills and			
	4.3	Show how feedback from others has developed own knowledge, skills and			
	4.4	Show how to record progress in relation to			

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 4227-003 Introduction to equality and inclusion in health, social care or children's and young people's settings

**Level:** 2  
**Credit value:** 2  
**UAN:** R/601/5471

## Unit aim

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

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand the importance of equality and inclusion	1.1 Explain what is meant by: <ul style="list-style-type: none"> <li>• diversity</li> <li>• equality</li> <li>• inclusion</li> <li>•</li> </ul>			
	1.2 Describe ways in which discrimination may deliberately or inadvertently occur in			
	1.3 Explain how practices that support equality and inclusion reduce the likelihood of			
2. Be able to work in an inclusive way	2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to			
	2.2 Show interaction with individuals that respects their beliefs, culture, values and			
	2.3 Describe how to challenge discrimination in a way that encourages			

3. Know how to access information, advice and support about diversity, equality and inclusion	3.1 Identify a range of sources of information, advice and support about diversity, equality			
	3.2 Describe how and when to access information, advice and support about diversity, equality			

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 4227-004 Child and young person development

Level: 2  
 Credit value: 2  
 UAN: H/601/3305

## Unit aim

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

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Know the main stages of child and young person development	1.1 Describe the expected pattern of children and young people's development from birth			
	1.2 Describe with examples how different aspects of development can			
2. Understand the kinds of influences that affect children and young people's development	2.1 Describe with examples the kinds of influences that affect children and young people's development including: <ul style="list-style-type: none"> <li>• background</li> <li>• health</li> <li>•</li> </ul>			
	2.2 Describe with examples the importance of recognising and responding to concerns about children and young people's			
3. Understand the potential effects of transitions on children and young people's development	3.1 Identify the <b>transitions</b> experienced by most children and young			
	3.2 Identify <b>transitions</b> that only some children and young people may experience eg			
	3.3 Describe with examples how transitions may affect children and young people's behaviour and			

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

## Unit 4227-006 Contribute to the support of child and young person development

**Level:** 2  
**Credit value:** 3  
**UAN:** Y/601/3236

### Unit aim

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

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Be able to contribute to assessments of the development needs of children and young people	1.1 Observe and record aspects of the development of a child			
	1.2 Identify different observation methods and know why they are			
	1.3 Support assessments of the development needs of a child or young			
	1.4 Suggest ways the identified development needs of a child or young person can be			
2. Be able to support the development of children and young people	2.1 Carry out activities with a child or young person to support their holistic			
	2.2 Record observations of the child or young person's participation			
	2.3 Contribute to the evaluation of the activities meeting the child or young person's identified development			

<b>3. Know how to support children and young people experiencing transitions</b>	<b>3.1 Describe the different transitions children and young people may</b>			
	3.2 Explain how to give adult support for each			
4. Be able to support children and young people's positive behaviour	4.1 Explain how a work setting can encourage children and young people's positive			
	4.2 Demonstrate how children and young people are encouraged to engage in positive behaviour			
	4.3 Reflect on own role in promoting positive behaviour in children or young people			
5. Be able to use reflective practice to improve own contribution to child and young person development	5.1 Review effectiveness of own contribution to the assessment of the developmental needs of			
	5.2 Review effectiveness of own role in supporting the child or young person's development			
	5.3 Identify changes that can be made to own practice in supporting child and young person			

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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(only if sampled)

# Unit 4227-007 Safeguarding the welfare of children and young people

**Level:** 2  
**Credit value:** 3  
**UAN:** K/601/3323

## Unit aim

This unit provides the knowledge and understanding required for safeguarding the welfare of 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. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including			
	1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and			
2. Know what to do when children or young people are ill or injured, including emergency procedures	2.1 Identify the signs and symptoms of common			
	2.2 Describe the actions to take when children or young people are ill or			
	2.3 Identify circumstances when children and young people might require urgent medical			
	2.4 Describe the actions to take in response to emergency situations including: <ul style="list-style-type: none"> <li>• fires</li> <li>• security incidents</li> <li>• missing children or young</li> </ul>			

<b>3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied</b>	3.1 <b>Identify the characteristics of different types of</b>			
	3.2 Describe the risks and possible consequences for children and young people using the internet, mobile phones			
	3.3 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self harm) or bullied, or maybe at risk of harm, abuse or			
	3.4 Describe the actions to take in response to concerns that a colleague may be: <ul style="list-style-type: none"> <li>• failing to comply with safeguarding procedures</li> <li>• harming, abusing or bullying a child or young</li> </ul>			
	3.5 Describe the principles and boundaries of confidentiality and when to share			

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# Unit 4227-009 Contribute to children and young people's health and safety

**Level:** 2  
**Credit value:** 3  
**UAN:** J/601/3491

## Unit aim

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

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Know the health and safety policies and procedures of the work setting	1.1 Outline the health and safety policies and procedures of the work			
	1.2 Identify the lines of responsibility and reporting for health and safety in the work			
	1.3 Explain what risk assessment is and how this is managed in the			
2. Be able to recognise risks and hazards in the work setting and during off site visits	2.1 Explain why a safe but challenging environment is important for children			
	2.2 Identify the differences between risk and			
	2.3 Identify potential hazards to the health, safety and security of children or young people in the work			
	2.4 Contribute to health and safety risk assessment in areas of the work setting and for			

3. Know what to do in the event of a non medical incident or emergency	3.1 Identify non medical incidents and emergencies that may occur in the			
	3.2 Outline the actions to take in response to the following situations: <ul style="list-style-type: none"> <li>• fires</li> <li>• security incidents</li> <li>•</li> </ul>			
4. Know what to do in the event of a child or young person becoming ill or injured	4.1 Identify the signs and symptoms which may indicate that a child or young person is injured			
	4.2 Identify circumstances when children or young people may need urgent medical			
	4.3 Outline own role and responsibilities in the event of a child or young person requiring urgent medical			
5. Be able to follow the work setting procedures for reporting and recording accidents, incidents, emergencies and illnesses	5.1 Describe the reporting procedures for accidents, incidents, emergencies and			
	5.2 Complete work place documentation for recording accidents, incidents, emergencies			
6. Be able to follow infection control procedures	6.1 Outline procedures for infection control in own			
	6.2 Describe personal protective clothing that is used to prevent			
	6.3 Demonstrate use of personal protective clothing to avoid			
	6.4 Demonstrate how to wash and dry hands to avoid the spread of			

	6.5 Demonstrate safe disposal of waste to avoid the spread of			
7. Know the work setting's procedures for receiving, storing and administering medicines	7.1 Identify the procedures of the work setting governing the receipt, storage and administration of			
	7.2 Explain how the procedures of the work setting protect both children and young people and			

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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(only if sampled)

# Unit 4227-010 Support children and young people's positive behaviour

**Level:** 2  
**Credit value:** 2  
**UAN:** T/601/7407

## Unit aim

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

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Know the policies and procedures of the setting for promoting children and young people's positive behaviour	1.1 Describe the policies and procedures of the setting relevant to promoting children and young people's positive			
	1.2 Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures			
2. Be able to support positive behaviour	2.1 Describe the benefits of encouraging and rewarding positive			
	2.2 Apply skills and techniques for supporting and encouraging children and young people's			
	2.3 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour			
	2.4 Provide an effective role model for the standards of behaviour expected of children, young people and			

3. Be able to respond to inappropriate behaviour	3.1 Select and apply agreed strategies for dealing with inappropriate			
	3.2 Describe the sorts of behaviour problems that should be referred to others and to whom these should be			

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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(only if sampled)

# Unit 4227-011 Contribute to the support of positive environments for children and young people

**Level:** 2  
**Credit value:** 3  
**UAN:** H/601/3496

## Unit aim

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

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Know the regulatory requirements for a positive environment for children and young people	1.1 Describe what is meant by a positive			
	1.2 Identify regulatory requirements that underpin a positive environment for children and young			
2. Be able to support a positive environment that meets the individual needs of children and young people	2.1 Meet and greet children and young people in a way that welcomes them into the work			
	2.2 Provide opportunities for children and young people to engage in			
	2.3 Provide activities and resources to meet the individual needs of children and young			
	2.4 Support the engagement of children or young people in activities that promote			
	2.5 Demonstrate how to give praise and encouragement to children or young people for individual			

<b>3. Be able to support the personal care needs of children and young people within a positive environment</b>	<b>3.1 Explain how to effectively care for children and young people's skin, hair</b>			
	3.2 Demonstrate how to support personal care routines that meet the individual needs of children or young people and promote			
	3.3 Explain how a positive environment and routine meet the emotional needs of children and their			
	3.4 Describe the importance for physical and mental well being of balancing periods of physical activity with			
4. Understand how to support the nutritional and dietary needs of children and young people	4.1 Define the basic nutritional requirements of children and young people to ensure a balanced diet and meet			
	4.2 Explain how to establish the different dietary requirements of children and young			
	4.3 Describe basic food safety when providing food and drink to children and young			

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 4227-012 Understand partnership working in services for children and young people

**Level:** 2  
**Credit value:** 2  
**UAN:** M/601/3498

## Unit aim

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

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Understand partnership working within the context of services for children and young people	1.1 Explain why working in partnership with others is important for children			
	1.2 Identify who relevant partners would be in			
	1.3 Define the characteristics of effective partnership			
	1.4 Identify barriers to			
2. Understand the importance of effective communication and information sharing in services for children and young people	2.1 Describe why clear and effective communication between partners is			
	2.2 Identify policies and procedures in the work setting for information			
	2.3 Explain where there may be conflicts or dilemmas in relation to sharing information with partners and maintaining			
	2.4 Describe why it is important to record information clearly, accurately, legibly and concisely meeting legal			

	2.5	Identify how communications and records are recorded and securely stored meeting data protection			
	2.6	Explain why and how referrals are made to			
3. Understand the importance of partnerships with carers	3.1	Identify the reasons for partnerships with			
	3.2	Describe how partnerships with carers are developed and sustained in own			
	3.3	Describe circumstances where partnerships with carers may be difficult to develop and			

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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(only if sampled)

# Unit 4227-014 Maintain and support relationships with children and young people

**Level:** 2  
**Credit value:** 3  
**UAN:** D/601/7403

## Unit aim

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

Learning outcomes The learner will:	Assessment criteria To do this you must:	Portfolio reference	Evidence/ Assessment method type	Assessment date
1. Be able to communicate with children and young people	1.1 Communicate with children and young people in a way that is appropriate to the individual, using both conventional language			
	1.2 Actively listen to children and young people and value what they say, experience			
	1.3 Check that children and young people understand what is			
2. Be able to develop and maintain relationships with children and young people	2.1 Demonstrate how to establish rapport and respectful, trusting relationships with children and young			
	2.2 Give attention to individual children and young people in a way that is fair to them and			
	2.3 Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and			

	2.4 Provide children and young people with reasons for actions			
	2.5 Encourage children and young people to make			
3. Be able to support relationships between children and young people and others in the setting	3.1 Support children and young people to communicate			
	3.2 Encourage children and young people to understand other people's individuality, diversity and			
	3.3 Help children and young people to understand and respect other people's feelings			
	3.4 Support children and young people to develop group agreements about the way they interact with			
	3.5 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for			

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](http://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](http://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](http://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](mailto:learnersupport@cityandguilds.com)**

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### International learners

#### General qualification information

T: +44 (0)844 543 0033

F: +44 (0)20 7294 2413

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

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### Centres

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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### Single subject qualifications

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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

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### International awards

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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### Walled Garden

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

T: +44 (0)844 543 0000

F: +44 (0)20 7294 2413

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

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

**E: [business@cityandguilds.com](mailto:business@cityandguilds.com)**

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### Publications

Logbooks, Centre documents, Forms, Free

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:**

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